DOCUMENT RESUME

ED 243 275 EC 162 180

AUTHOR Piercy, David; Niems, Mike
TITLE Program and Functional/Vocational Curriculum for Mildly and Severely Handicapped Students in Self Contained Classrooms. (Grades K through 12).
INSTITUTION Eugene School District 4J, Oreg.
PUB DATE Mar 83
NOTE 277p.; For related document, see EC 162 178.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Basic Skills; Elementary Secondary Education; *Mild Disabilities; *Prevocational Education; *Program Development; Program Implementation; Self Contained Classrooms; *Severe Disabilities; *Vocational Education

ABSTRACT

This guide describes the development and implementation of a functional/vocational program for self contained severely and mildly handicapped students in grades K-12. The model emphasized instruction in skills needed by students to live as adults in the least restrictive way. Elementary children receive instruction in self contained classrooms and secondary students at a vocational living skills center. Nine steps in program development are discussed: identifying issues and concerns; developing and planning program criteria; collecting data and information; analyzing the information and developing goals and objectives; developing a format and placing goals in a hierarchical form; reviewing documents; revising and writing the final draft; implementing the program; and monitoring and evaluating the program. The bulk of the document is composed of the curriculum which specifies objectives in 11 areas (pre-language, pre-instructional response, academic readiness, functional academics, social skills, home living, personal living, community living, leisure skills, prevocational, and career awareness skills). (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED243275

PROGRAM

AND

FUNCTIONAL/VOCATIONAL CURRICULUM

FOR

MILDLY AND SEVERELY HANDICAPPED

STUDENTS IN

SELF CONTAINED CLASSROOMS

(Grades K through 12)

EC162160

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
David L. Piercy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROGRAM AND FUNCTIONAL/VOCATIONAL CURRICULUM FOR MILDLY AND SEVERELY HANDICAPPED STUDENTS IN SELF CONTAINED CLASSROOMS

(Grades K through 12)

by
David Piercy
Special Education
Coordinator

Mike Niems
Supervisor of the
Mildly Handicapped Program

School District No. 4J
Eugene Public Schools
200 North Monroe
Eugene, Oregon 97402-4295

Edited by:
Jane Carter

MARCH 1983

Any or all parts of this publication may be reproduced for classroom use. However, no part may be duplicated for sale or profit.

CONTENTS

	Page
PREFACE	3
ACKNOWLEDGEMENTS	4
INTRODUCTION	5 - 6
PROGRAM AND CURRICULUM DEVELOPMENT	7 - 13
STEP ONE: Identification of Issues and Concerns	
STEP TWO: Developing and Planning the Criteria for the Program	
STEP THREE: Collecting Data and Information	
STEP FOUR: Analyzing the Information and Developing Goals and Objectives	
STEP FIVE: Developing a Format and Placing Goals in a Hierarchical Form	
STEP SIX: Reviewing the Documents	
STEP SEVEN: Revision and Writing of the Final Draft	
STEP EIGHT: Implementation	
STEP NINE: Monitoring and Evaluation	
CONCLUSIONS	14
THE CURRICULUM FOR SELF CONTAINED SPECIAL NEEDS STUDENTS .	15 - 201
1.0 Pre-Language Skills	
2.0 Pre-Instructional Response Skills	
3.0 Academic Readiness Skills	
4.0 Functional Academic Skills	

CONTENTS (cont.)

		Page
5.0	Social Skills	
6.0	Home Living Skills	
7.0	Personal Care Skills	
8.0	Community Living Skills	
9.0	Leisure Skills	
10.0	Pre-Vocational Skills	
11.0	Career Awareness	

APPENDICES

Appendix A:	Statement of Philosophy	A-1 - A-3
Appendix B:	Glossary of Definitions	B-1
Appendix C:	Data Keeping Form	C-1
Appendix D:	Suggested Grade Levels for Introduction of Skills . .	D-1 - D-3
Appendix E:	Home Evaluation Skills	E-1 - E-3
Appendix F:	IEP Management and Guide Teacher Responsibilities . .	F-1 - F-3
Appendix G:	Tests to Match Self Contained Curriculum Academic Skills 4.0 . .	T-1 - T-14, S-1 - S-40
Appendix H:	References	H-1

PREFACE

Following the implementation of Public Law 94-142, the appropriate education of special needs students in Eugene's schools became a major concern of special educators, school administrators and parents. Then, as now, some handicapped students were placed in resource rooms and, when appropriate, integrated into regular education classes for a portion of their school day. However, for many students, the least restrictive, most appropriate placement was a self contained classroom which emphasized vocational and functional skill acquisition. With the goal of developing and implementing a program to meet the individual needs of self contained severely and mildly handicapped students within district guidelines a committee of educators was formed. The following steps were enumerated in order to accomplish this goal:

STEP ONE: IDENTIFICATION OF ISSUES AND CONCERNS

STEP TWO: DEVELOPING AND PLANNING THE CRITERIA FOR THE PROGRAM

STEP THREE: COLLECTING DATA AND INFORMATION

STEP FOUR: ANALYZING THE INFORMATION AND DEVELOPING GOALS AND OBJECTIVES

STEP FIVE: DEVELOPING A FORMAT AND PLACING GOALS IN A HIERARCHICAL FORM

STEP SIX: REVIEWING THE DOCUMENTS

STEP SEVEN: REVISION AND WRITING OF THE FINAL DRAFT

STEP EIGHT: IMPLEMENTATION

STEP NINE: MONITORING AND EVALUATION

In this document information will be presented about each of the steps. The implementation step will discuss the existing program and the proposed changes. A copy of the curriculum will be included.

This material should be of interest to both special and regular educators as well as administrators who are confronted with the issues of providing a continuum of appropriate instruction for self contained handicapped students.

ACKNOWLEDGEMENTS

Nearly all of the special education staff of Eugene Schools were instrumental in developing parts of this document. Sandra Fink and Mike Niems drafted many of the objectives and were responsible for the final copy. David Piercy, Special Education Coordinator, provided leadership for the project. Margaret Nichols, Director of Educational Support Services, gave continuing support to the plan. Jim Holst, Career Education Specialist, represented the regular career education point of view.

The staff at the vocational living skills center implemented the curriculum and helped to design the instructional setting:

Roma Cleveland, Work Experience Coordinator

Esther Finch, Teacher of Mildly Handicapped Secondary Self Contained Students

Hugh Hoglan, Vocational Assessment Specialist

Mike Niems, Supervisor of the Mildly Handicapped Program

Jane Steiner, Career Development Coordinator

Dale Olander, Teacher of Mildly Handicapped Secondary Self Contained Students

Cory Stout, Teacher of Mildly Handicapped Self Contained Students

INTRODUCTION

The Education for all Handicapped Children Act (P.L. 94-142) mandates that all handicapped children shall have available to them a free, appropriate, public education. Further, the instruction must be specifically designed to meet the unique needs of the handicapped student. The definition of an appropriate education for a self contained student is one that is often difficult to determine. In many programs the answer is to provide academic instruction, some cooking and a placement into a work setting. Unfortunately, assessment often measures only the academic part of the instruction, skills may not be taught in a hierarchical form and many important skills may be ignored. Much of the instruction may occur in a traditional class setting.

Eugene's Special Education staff started to examine the problem in 1979 when parents and educators began to question the appropriateness of the typical self contained classroom. Many important questions were asked: Can these students learn best in this kind of setting? What is the most important, and then next most important skill for them to learn? Can they learn appropriate good work habits and important pre-vocational skills if they are removed from the structure provided in the self contained classroom and placed in an unstructured work placement with periodic checks by a work coordinator? The questions were endless. The answers were almost always "no".

A model began to form in the minds of the staff, and the concept of a vocational living skills curriculum and skills center emerged. The curriculum needed to include the goals that would be appropriate for mildly and severely handicapped students until the age of 21. The plan was to provide students with the skills needed to live as adults in the least restrictive way and to train them in job related skills so that they would be employable.

In order to reach these goals, elementary children would continue to receive instruction in self contained classrooms and secondary students would receive instruction at a vocational living skills center.

The purposes of the vocational living skills center were:

1. To establish a team of instructors who plan and work together to provide individualized student programs.
2. To integrate students with peers, whenever appropriate.
3. To train students in community living skills.
4. To maximize each student's independence.
5. To provide for the functional application of all skills learned.
6. To reinforce academic skills in a realistic setting.

The instructional strategies to be used included:

1. Direct instruction in all skill areas.
2. Differential, behaviorally specific reinforcement of appropriate behaviors.
3. Systematic ignoring of inappropriate behaviors or implementing specific consequences designed for each student in the context of individual behavior change programs.

In the fall of 1981, the vocational living skills center opened.

STEP ONE: IDENTIFICATION OF ISSUES AND CONCERNS

Groups of parents and educators defined the major problems as follows:

1. The District needed a structure for its rapidly growing special education department. The lack of a curriculum with a specific scope and sequence to provide direction and to establish expectations for instruction for this group of students was a concern. A bank of materials to teach specific skills was also needed.
2. Instruction was defined primarily in academic areas with few guidelines for social skills, self help skills or living skills. Moreover, the vocational training program lacked a hierarchical sequence moving from prevocational assessment to structured work instruction to placement in an individual work site.
3. A process for providing accurate communication between professionals and parents about individual student needs was a concern. No consistent terminology about IEP objectives or a common format across programs existed. Further, continuity of instruction and of record keeping as students moved from grade to grade and school to school was a problem as was the lack of an efficient way to report to parents. In addition, regular and special education teachers as well as aides might be recording data for an individual student; a consistent and concise system was critically needed.
4. There existed no method for determining a student's skills in relation to the District's Scope and Sequence hence transitioning special education students into regular classrooms was difficult.
5. Ensuring that most of a teacher's time and energy was devoted to instruction rather than to paper work was another issue. Time to develop reasonable IEP

objectives and the length of IEP meetings was a major obstacle for both teachers and parents. Further, special educators needed a way to progress in their instruction from skill to skill in a logical order without using time to task analyze the same skill for many students.

6. A training plan was needed to inservice teachers and aides as well as a system for orienting new teachers.

STEP TWO: DEVELOPING AND PLANNING THE CRITERIA FOR THE PROGRAM

A group of educators from the areas of career education, vocational education, English as a Second Language, and special education met to develop a statement of philosophy and a glossary of definitions to be used. (Appendix A and B) The decision was made to begin to develop a sequential curriculum which would define what is taught to special needs students.

STEP THREE: COLLECTING DATA AND INFORMATION

Information was gathered from a variety of sources and a review was made of the issues listed in Step One. Parent concerns were studied. School psychologists, social workers, speech clinicians, school counselors, special educators, regular teachers, University of Oregon consultants, and teacher consultants formed sub groups to share information about potential objectives, methods and materials. A review of available literature was conducted which included current research regarding learning theory and instructional strategies; and state and federal guidelines for special education were examined.

STEP FOUR: ANALYZING THE INFORMATION AND DEVELOPING GOALS AND OBJECTIVES

After an analysis of the existing information, goals and objectives were written for the following eleven curricular areas:

1.0 Pre-Language Skills
2.0 Pre-Instructional Response Skills
3.0 Academic Readiness Skills
4.0 Functional Academic Skills
5.0 Social Skills
6.0 Home Living Skills
7.0 Personal Living Skills
8.0 Community Living Skills

9.0 Leisure Skills
10.0 Pre-vocational Skills
11.0 Career Awareness

STEP FIVE: DEVELOPING A FORMAT AND PLACING GOALS IN A HIERARCHICAL FORM

Skills in each curricular area were arranged in a sequential order and a format was developed to address the concerns expressed in step one. The format provided for the following information:

1. Evaluation Procedures and Mastery Criteria: A definition of how and when skills are measured and what the criteria is for mastery of each skill.
2. Skills Mastered in the Initial Assessment: A procedure for indicating the date when a skill is first tested and determined to be mastered before instruction occurs. This is one measure of a student's current level of functioning.
3. Long Term Goals: Would be marked by the parent and the multi-disciplinary team during the initial IEP meeting or at the annual review meeting. Long term goals reflect an expected one year's achievement.
4. Short Term Objectives: Would be marked by the teacher when instruction begins.
5. Start Date: The date when the instruction for either a short or long term goal begins.
6. Goal Date: The date when the skill is expected to be mastered.
7. Date Mastered: The date when tests indicate that the skill is mastered. This is another measure of the student's current level of functioning.
8. Initial of Responsible Person: The initial of the person who has tested a skill and determined that the skill was mastered according to the mastery criteria. This initial should be marked for either a skill determined as mastered in the initial assessment or a skill that is mastered after instruction.
9. Strategies: The teaching technique or method that will

be used to teach a skill. The teacher completes this when instruction for each skill begins.

10. Materials: Describes the materials that will be used to teach a skill. The teacher completes this when instruction for each skill begins.

STEP SIX: REVIEWING THE DOCUMENTS

Groups of professionals and parents were asked to review the sequences and to recommend additions, deletions or other changes.

STEP SEVEN: REVISION AND WRITING OF THE FINAL DRAFT

All sequences were revised and a final draft was completed in September, 1981.

STEP EIGHT: IMPLEMENTATION

The existing model for secondary mildly handicapped students for several years consisted of two self contained high school classrooms each with a teacher and an aide. The population of the class was approximately 30 students labeled mildly handicapped with I.Q.'s at the lower end of the mildly handicapped range or at the upper end of the severely handicapped range. Some students exhibited severe emotional or behavioral problems as well. Other resources included; a work experience coordinator who secured job placements, two vocational training assistants who placed both self contained and resource room students in work sites, a vocational assessment coordinator who assessed the vocational needs of all mildly handicapped students at the four high schools, and a career development coordinator who taught functional living skills and pre-vocational skills to four of the students.

Several concerns needed to be addressed before implementation could occur.

1. The roles and responsibilities of staff members needed to be redefined; and because many parts of the curriculum implementation would require a team effort, problem solving techniques, conflict resolution strategies and communication

skills needed to be developed by the staff.

2. The special education staff lacked many of the skills needed to implement the plan. Aides and vocational training assistants needed to be trained in a systematic way and a procedure for orienting new staff members was needed.
3. All resources and materials needed to be examined to determine how they could be used efficiently since no new funds or staff were available. The use of district support staff needed to be redefined. Materials to teach many of the skills and test items to measure each skill were not readily available. Further, traditional classroom space was inadequate for many of the proposed changes in instruction.
4. Procedures needed to be developed for student intake and student transition to other programs which would require coordination with various special education programs and with regular education classes. Further, systems for tracking and scheduling students and for consistent data collection would be required. (See Appendix F)
5. Parents needed to be involved in each step of the implementation.
6. Methods would be required for systematically reviewing the current research in instructional techniques and for materials development.

The proposed change was that most students would continue in academic instruction for part of the day at a high school, but for many of them, the emphasis of the academics would include more functional and/or pre-vocational skills. For the remainder of the day, students would attend the vocational living skills center where they could participate in a workshop to learn critical pre-vocational skills. Once these skills were mastered the students might be placed in a work crew with two or three other students and one trainer at the center or at a business site. Next, the student might be placed at an individual community work site with a trainer who would periodically monitor a student's progress on a sequence of vocational skills. Some of the students would work in the kitchen and

apartment to learn home living and personal care skills. Other students could work on community living skills by traveling to various sites in the community. Special classes would be offered at the center to teach sex education, health and other subjects. Appropriate social skills would be taught by the entire staff throughout the school day.

The physical environment of the classrooms at the high school remained the same, and for the 1981-82 school year the vocational center was located at a nearby school with two classrooms and a small staff room. One of the classrooms was used for the assessment center where students received pre-vocational assessment and the other was used as a workshop where students worked on pre-vocational skills. The small staff room was converted into an apartment where students were taught cooking, sewing, cleaning and other living skills.

Due to the district's change to middle schools, the center re-located to another site that allows for expansion of the apartment and workshop, for office space for some of the staff and the addition of a classroom for instruction. The grounds and building are maintained by student training crews.

The implementation of the vocational living skills center resulted in modification of some staff roles. The two teachers of self contained classes and their aides continued to teach in their classrooms in the morning. Their instruction focused on: 1.0 Pre-Language Skills, 2.0 Pre-Instructional Response Skills, 3.0 Academic Skills, and 4.0 Functional Academic Skills depending upon the individualized education plan of each student. Mid-morning, both staff and students moved to the center where they joined the Career Development Coordinator, the Vocational Assessment Specialist and the Vocational Trainers to instruct the following curricular areas: 6.0 Home Living Skills, 7.0 Personal Care Skills, 8.0 Community Living Skills, 9.0 Leisure Skills, 10.0 Pre-Vocational Skills and 11.0 Career Awareness. The area of Social Skills 5.0, was taught throughout the day.

PROGRAM AND CURRICULUM DEVELOPMENT (cont.)

Each staff member was assigned to one or more of the following at the center:

1. The apartment
2. Pre-Vocational Assessment
3. On site crews (custodial, recycling, kitchen, grounds)
4. Off site crews (Chase Gardens, Holiday Inn, Payless Drugs, and elementary schools)
5. The workshop

In addition, vocational trainers under the direction of the work experience coordinator worked with both self contained and resource room students on individual sites.

During the next school year some changes will occur. For example, before the transition into middle school, students will receive assessment in all of the curricular areas and based on the data, instructional plans will be developed. Again, before the transition into high school, assessment and planning will occur. In addition, exit services are planned to transition students, age 20 to 21, to community services.

STEP NINE: MONITORING AND EVALUATION

Several kinds of program monitoring and evaluation have occurred during the first year of this plan. Student's IEPs, schedules, and programs were reviewed and Staff assignments were analyzed.

In addition, Larry Irvin, Director of Research at the Rehabilitation Research and Training Center in Mental Retardation at the University of Oregon, and his two assistants, Mike Bullis and Mike Benz, conducted an evaluation of the pre-vocational/vocational living skills components of the program. Information from both of these evaluations will be analyzed and used to improve the overall program.

CONCLUSION

As a result of the enormous team effort of many parents and educators the Eugene School District Mildly Handicapped Department has redesigned its program of services to self contained mildly handicapped students. A comprehensive curriculum for all grade levels was developed and a vocational living skills center opened to meet the unique needs of high school students. At this time self contained elementary and middle school students are taught in the traditional school setting where instruction is based on this curriculum or the one developed for resource room students.

Several subsequent projects have evolved as a result of program changes implemented by the Mildly Handicapped Department. For example, a committee of educators developed a measurement instrument for objectives in the Functional Academic Skills section (see Appendix G). Another group is working on cross-referencing materials with skills to be taught in all curricular areas. Further, a parent reporting form is under development.

Continual evaluation of the vocational center and of the curriculum will occur. If you have any comments or questions please address them to:

School District No. 4J
Eugene Public Schools
Special Education
200 North Monroe
Eugene, Oregon 97402-4295

THE CURRICULUM FOR SELF CONTAINED SPECIAL NEEDS STUDENTS

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE # _____

ES-171

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

1.0 PRE-LANGUAGE SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1.01 COGNITIVE DEVELOPMENT									
A. Changes behavior when stimulated (e.g. moves when touched, moves when hears a noise).									
B. Systematically repeats movements. The focus of attention is on the child's own body movements and the stimulation of own body.									
C. Anticipates a familiar event from whole body cues (e.g. opens mouth or turns head to search for bottle or spoon when held in a manner regularly associated with feeding).									
D. Continues briefly to look at spot where moving object was last seen.									
E. Visually tracks horizontally in both directions.									
F. Moves head and eyes toward a sound which is coming from the left or right.									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
G. Responds to cues from another person by participating in teacher's modification of child's movement (e.g. teacher begins new movement while in contact with child; child begins to participate in the new movement).									
H. Recognizes a familiar object or the beginning of a familiar activity (e.g. child smiles or vocalizes as she/he is given a familiar toy or teacher begins a daily activity).									
I. Uses one or more behaviors with objects. These behaviors first occur accidentally and then are repeated by the child (e.g. while holding toy, child accidentally bangs on table; pauses, then begins to hit the toy on the table purposefully).									
J. Engages in several actions with objects. Chains those actions, performing one then another in a similar sequence with all objects (e.g. child mouths, pats, shakes objects).									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
K. Briefly continues a new movement when teacher intervenes and changes one of the child's habitual movements. Teacher and child are in physical contact (e.g. child shakes toy; teacher takes child's hand and shakes toy with him/her; teacher then helps child hit toy on table; teacher pauses, child pauses and then briefly hits toy on table).									
L. Briefly remembers where an object is. The child has lost contact with the object to attend briefly to another object or activity.									
M. Recognizes an object as the same whether the child sees part or all of it.									
N. Imitates familiar movements and/or sounds being produced by an adult. Child must be able to see movement or hear sounds produced.									
O. Examines new objects by manipulating them. Child with vision must look at object while manipulating it.									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
P. Associates several familiar objects with specific actions for each object (e.g. child squeaks a squeak toy, rubs a fuzzy toy, bats at a mobile).									
Q. Realizes that an object continues to exist after the child can no longer see, touch, hear or smell it.									
R. Combines two typical behaviors to intentionally obtain an object or achieve a goal (e.g. 1) child pulls string to obtain a toy which is out of reach; 2) child places teacher's hand on an object teacher has been moving; child then pushes teacher's hand to begin activity).									
S. Anticipates a routine event from visual, auditory, and/or tactile-kinesthetic cues (e.g. child goes directly to bathroom when handed a washcloth).									
T. Recognizes differences in size of objects when reaching for an object (e.g. when handed pillow, child reaches out with arms held wide open).									
U. Localizes source of a sound in a trial and error manner, regardless of the direction from which the sound is coming.									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
V. Demonstrates knowledge that a disappeared object may be found in different places. Looks for the object in the place where he just saw it disappear instead of where it previously disappeared and the child found it.									
W. Shows curiosity about objects, actively manipulating them and learning new ways to play with them according to their special characteristics.									
X. Recognizes that other people can help to obtain an object or perform a task (e.g. child cannot open a box, so hands it to teacher to have it opened).									
Y. Localizes the source of a sound by turning body or head directly toward the source whether the sound is in front, back, to either side, above or below.									
Z. Imitates a new behavior similar to those in his repertoire, while the behavoir is performed by the teacher. The imitation is not immediately correct, but gradually approximates the model.									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
AA. Uses a variety of common objects in a manner which indicates knowledge of their function. (Must include some objects other than cup, spoon and clothing.)									
BB. Locates objects in the place they are customarily kept.									
CC. Imitates a new sequence of behaviors when each behavior within the sequence is part of the child's usual repertoire.									
DD. Imitates new behaviors without trial and error.									
EE. Understands correspondence between 3-dimensional representation and parts of the body. Indicates by pointing or gesturing to the part indicated on the model by the teacher.									
FF. Imitates an activity or behavior sequence after a considerable period of time (e.g. child watches as teacher does an activity with another child, then recreates the activity him/herself later in the day).									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
GG. Demonstrates insightful solutions to practical problems without first engaging in trial and error behavoirs (e.g. child can't reach toy on counter; gets chair and pulls it to counter, then stands on it to reach toy).									
HH. Engages in imaginary play by using objects to represent other objects or to reproduce activities which normally occur in a different context.									
II. Uses gestures, specific vocalizations, or a limited number of manual signs to represent objects or activities. The object need not be within child's perceptual field.									
JJ. Identifies a picture of an object if the picture is the same size and color as the object.									
KK. Remembers where an object was left at the end of a previous play session and locates it again. The object is not customarily kept in that place.									

(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
LL. Knows that a picture represents a real object, even though the representation differs in size and color from the real object.									
MM. Recognizes differences in sizes of a set of objects which is played with frequently. The objects vary only in size.									
NN. Makes constructions with objects and shows interest in the effects produced.									
OO. Arranges geometric objects into designs when asked to group them.									
PP. Groups small sets of items according to categories (e.g. vehicles; clothes; furniture).									
QQ. Knows which items are needed to carry out a familiar activity. Gathers items needed for the activity (e.g. when given a variety of objects with which to play (doll, bottle, blanket, cup, saucer, spoon), child will pick out items which she/he thinks are used together, and will put them in a group or will play with them).									

(R)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
RR. Associates a picture with a familiar activity. Knows that pictures of different objects used in the activity can represent the activity.									
SS. Categorizes a few objects, but the basis of the classification may change before the groups are complete. Teacher does not begin the classification (e.g. given a set of triangles and circles, child begins to sort by shape, but seems to forget after two or three are in the same pile, and begins to mix them).									
TT. Performs a sequence of activities from a set of ordered pictures.									
UU. Indicates memory of events which have recently occurred by using signs, pictures, gestures, or pantomime.									
VV. Builds three-dimensional representations of real objects.									
WW. Orders a small group of objects (3 or 4) according to size.									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
XX. Categorizes objects into classes. Child does not stop until all objects are grouped (e.g. child sorts a set of geometric shapes, putting triangles in one pile, circles in another, squares in another until complete).									
YY. Orders a group of 5 or more items according to their size, using a trial and error strategy.									
ZZ. Understands that a group of objects can be classified on the basis of more than one characteristic.									
AAA. Demonstrates a systematic approach to ordering a group of items according to their size. After series is ordered child can insert new objects in the appropriate space.									
1.02 RECEPTIVE COMMUNICATION									
A. Changes behavoir when stimulated.									
B. Smiles or grimaces to tactile, visceral (internal), or kinesthetic stimulation.									
C. Attends to human voice.									

(19)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Distinguishes between familiar and unfamiliar voices or distinuishes between human voices and other sounds.									
E. Systematically repeats movements. The focus of attention is on the child's own body movements and the stimulation of own body.									
F. Anticipates a familiar event from whole body cues.									
G. Distinguishes intonation in voices of others.									
H. Responds to own name.									
I. Responds to cues from another person by participating in teacher's modification of child's movements (e.g. teacher begins new movement while in contact with child; child begins to participate in the new movement).									
J. Uses one or more behaviors with objects. These behaviors first occur accidentally and are then repeated by the child (e.g. while holding toy, child accidentally bangs it on table; pauses, then begins to hit the toy on the table purposefully).									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
K. Understands one or more simple signals presented tactually (e.g. child comes when arm gently tugged).									
L. Anticipates the next movement in a routine sequence of movements.									
M. Understands a few simple commands communicated by gesture (not prompted by physical cues).									
N. Anticipates a routine event from visual, auditory, and/or tactile-kinesthetic cues.									
O. Responds to gestures indicating specific objects when the gestures demonstrate how the child uses the object. (Object must not be present.)									
P. Attends inconsistently to object, person, or event pointed to by adult.									
Q. Responds to gestures indicating objects when the gestures demonstrate how the child uses the object. (Object not present.)									

(12)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1.03 EXPRESSIVE COMMUNICATION									
A. Makes eye contact.									
B. Maintains eye contact.									
C. Participates in a familiar motion after the teacher has initiated it (teacher and child are in physical contact).									
D. Signals teacher to continue activity (e.g. teacher and child rock side-to-side; when teacher stops, child stops, then begins rocking again, or makes some movement or vocalization to signal teacher to begin rocking again).									
E. Uses signals in several activities to indicate to the teacher to continue an activity (e.g. signals may include tapping teacher's leg, vocalizing, restarting the motion, etc., the same signal may or may not be used in different activities).									
F. Expresses some wants or needs through simple gestures or vocalizations other than crying.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
G. Copies different movements of the teacher while the teacher is moving. Movements are ones the child has made previously. Child imitates without prompting or manipulation. (Teacher and child are not in physical contact.)									
H. Imitates simple movements which are among his/her usual behaviors after the teacher provides by his/her position, a cue for the movement.									
I. Imitates simple movements which are among his/her usual behaviors after the teacher has completed them. Child imitates without cues, prompts, or manipulation.									
J. Copies different vocalizations of the teacher while the teacher is vocalizing. Vocalizations are ones the child has made previously. Child imitates without prompting or manipulation.									
K. Imitates simple vocalizations which are among his/her usual behavoirs after the teacher provides the cue.									

(14)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
L. Imitates simple vocalizations which are among his/her usual behaviors <u>after</u> the teacher has completed them. Child imitates without cues, prompts or manipulation.									
M. Has one or more gestures, signs, or vocalizations meaningful to the child and others, but which appear only in a specific context.									
N. Initiates outside of a daily routine, an activity that the teacher and child carry out regularly.									
O. Spontaneously imitates simple body movements, gestures, or vocalizations that are new to him/her, <u>after</u> the teacher has finished.									
P. Asks for or identifies objects by using gestures which demonstrate how the child uses the object.									
Q. Directs another person's attention to something by pointing.									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE # _____

ES-172

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

2.0 PRE-INSTRUCTIONAL RESPONSE SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2.01 RESPONDS TO AUDITORY AND VISUAL STIMULI A. Given a loud noise (bell, clap, etc.), child will turn head toward sound.									
B. Given the cue "(Child's name), look at me," child will maintain eye contact for 5 seconds.									
C. Given an object moved across the table, child will follow the object with his/her eyes from side to side at an 180° arc.									
D. Given the cue "Look," when one object is placed on the table, child will look at the object as it is placed.									
E. Given the cue "Look," when two objects are placed on the table one at a time, child will look at each object as it is placed.									
F. Given the cue "Look," when three objects are placed on the table one at a time, child will look at each object as it is placed.									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
G. Given the cue "Look," as the teacher places one object on the table, child will look at the object; then given the cue "Look at me," child will look at the teacher; then given the cue "Touch the (label)," when the teacher is touching the object, child will touch the object.									
H. Given the cue "Look," as the teacher places two objects on the table, child will look at each object as it is placed; then given the cue "Look at me," child will look at the teacher; then given the cue "Touch the (label)," when the teacher touches the specified object, child will touch the specified object.									
I. Given the cue "Look," as the teacher places three objects on the table, child will look at each object as it is placed; then given the cue "Look at me," child will look at the teacher; then given the cue "Touch the (label)," when the teacher touches the specified object, child will touch the specified object.									

(-2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2.02 IMITATES MOTOR MOVEMENTS									
A. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: hitting a tambourine, shaking a rattle, and knocking over a stack of blocks.									
B. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: hitting a drum, shaking bells, and knocking over a peg.									
C. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: clapping hands, waving arms, and pounding the table.									
D. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: patting tummy, slapping knees, and patting head.									
E. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: blow a kleenex that has been placed on table and flicking lips with finger.									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
F. Given the cue "Do this," when the behavior is modeled, child will imitate the following behaviors: sticking out tongue, smacking lips, making motor sound with lips.									
2.03 FOLLOWS INSTRUCTIONAL COMMANDS									
A. Given each of the following cues: "Drink with the cup," "Write with the pencil," "Open the book," "Push the car," and "Eat with the spoon," when one functionally appropriate object is placed in front of the child, child will perform the specified behavior with the object.									
B. Given each of the following cues: "Drink with the cup," "Write with the pencil," "Open the book," "Push the car," and "Eat with the spoon," when three functionally appropriate objects are placed in front of the child, child will perform the specified behavior with the specified object.									
C. Given each of the following cues: "Touch the (object)," "Give me the (object)," "Point to the (object)," "Pick up the (object)," and "Look at the (object)," when one functionally appropriate object is placed in front of the child, child will perform the specified behavior with the object.									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Given each of the following cues: "Touch the (object)," "Give me the (object)," "Point to the (object)," "Pick up the (object)," and "Look at the (object)," when three functionally appropriate objects are placed in front of the child, child will perform the specified behavior with the specified object.									
E. Given each of the following cues: "Touch the (object) and the (object)" (e.g., "Touch the ball and the dog"), "Give me the (object) and the (object)," "Pick up the (object) and the (object)," "Point to the (object) and the (object)," and "Look at the (object) and the (object)," when three functionally appropriate objects are placed in front of the child, child will perform the specified behavior with the specified objects.									
2.04 FOLLOWS THREE COMPONENT COMMANDS									
A. Given the cue "(Stand up)," or any component command, child will perform the specified action.									
B. Given the cue "(Turn around and jump)," or any two component commands, child will perform both actions in any order or simultaneously.									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Given the cue "(Stand up, clap your hands, and touch your head)," or any three component commands, child will perform all three actions in any order or simultaneously.									
2.05 FOLLOWS SEQUENCED COMMANDS A. Given the cue "Do this first," child and the teacher will both perform a motor action (teacher leads); then given the cue "Show me what you do first," child will perform the motor action.									
B. Given the cue "Do this first," child and the teacher will both perform a motor action (teacher leads); then given the cue "Do this next," child and teacher will both perform another motor action (teacher leads); then given the cue "Show me what you do first," child will perform the first motor action; then given the cue "Show me what you do next," child will perform the second motor action.									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Given the cue "Do this first," child and the teacher will both perform a motor action (teacher leads); then given the cue "Do this next," child and teacher will both perform another motor action (teacher leads); then given the cue "Do this next," child and teacher will both perform a third motor action (teacher leads); then given the cue "Show me what you do first," child will perform the first motor action; then given the cue "Show me what you do next," child will perform the second motor action; then given the cue "Show me what you do next," child will perform the third motor action.									

(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Given the cue "Do this first," child and the teacher will both perform a motor action (e.g., clap hands) simultaneously; then given the cue "Do this next," child and teacher will both perform another motor action (e.g., touch head) simultaneously; then given the cue "Do this next," child and teacher will both perform a third motor action (e.g., slap knees); then given the cue "Show me what you do first," child will perform the first motor action (e.g., clap hands); then given the cue "Show me what you do next," child will perform the second motor action (e.g., touch head); then given the cue "Show me what you do next," child will perform the third motor action (e.g., slap knees).									
2.06 RESPONDS IN A GROUP WITH IDENTITY STATEMENTS A. Given the cue "What is this?" and a touch signal, when a picture is held in front of the child, child will say "A (label)," individually. See Note 1.									
B. Given the cue "What is this?" and a teacher's touch signal, when a picture is held in front of the child, child will say "A (label)," in unison with the other children in the group. See Note 2.									

(8)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Given the cue "What is this?" and a teacher's touch signal, when a picture is held in front of the child, child will say "A (label)," individually; then given the cue "Say the whole thing," and a teacher's hand signal, child will say "This is a (label), individually. See Note 3.									
D. Given the cue "Everybody, what is this?" and a teacher's touch signal (cf. Note 1) when a picture (e.g., a cow) is held in front of the child, child will say "A (label)," (e.g., "A cow") in unison with the other children in the group; then given the cue "Say the whole thing," and a teacher's hand signal, child will say "This is a (label)," in unison with the other children in the group. See Note 2.									
2.07 RESPONDS IN A GROUP WITH ACTION STATEMENTS A. Given the cue "(Action)," (e.g., "Raise your hands") and a teacher's hand signal, child will perform the action individually. See Note 4.									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Given the cue "Everybody, (action)," (e.g., "clap") and a teacher's hand signal, child will perform the action in unison with the other children in a group. See Note 2.									
C. Given the cue "(Action)," (e.g., "Touch your nose") and a teacher's hand signal, child will perform the action individually; then given the cue "What are you doing?" and a teacher's hand signal, child will say "(Action)," (e.g., "Touching my nose") individually.									
D. Given the cue "Everybody, (action)," (e.g., "touch your head") and a teacher's hand signal, child will perform the action in unison with the other children in the group; then given the cue "Everybody, what are you doing?" and a teacher's hand signal, child will say "(Action)," (e.g., "Touching my head") in unison with the other children in the group. See Note 2.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Given the cue "(Action)," (e.g., "Sit down") and a teacher's hand signal child will perform the action individually; then given the cue "What are you doing?" and a teacher's hand signal, child will say "(Action)," (e.g., "Sitting down") individually; then given the cue "Say the whole thing," and a teacher's hand signal, child will say "I am (action)," individually.									
F. Given the cue "Everybody, (action)," (e.g., "Stand up") followed by a teacher's hand signal, child will perform the action in unison with the other children in the group; then given the cue "Everybody, what are you doing?" and a hand signal, child will say "(Action)," (e.g., "Standing up") in unison with the children in the group; then given the cue "Say the whole thing," and a teacher's hand signal, child will say "I am (action)," in unison with the other children in the group. See Note 2.									

(11)

NOTES:

1. When giving a cue which includes a touch signal, use the following procedure:
   a) Point to the picture by holding your finger just below picture, about an inch away. Be careful not to cover the picture (all the children must be able to see it).
   b) Ask the question. Look at the picture to demonstrate to the children that they should be looking at it.
   c) Hold your finger in the point position for at least one second. At the end of the interval, move your finger quickly and decisively touch just below the picture.
   d) The instant your finger touches the page, the children should respond.

2. In objectives 2.06 B, 2.06 D, 2.07 B, 2.07 D, and 2.07 F, child is required to respond in unison with all children in the group. A group may consist of two or more children.

3. When giving a cue which includes a hand signal, use the following procedure:
   a) Before the verbal cue, raise your arm in front of your body and hold out your hand as if you were stopping traffic. Keep your hand perfectly still.
   b) Ask the question or give the instruction.
   c) Pause at least one second, then snap your fingers quickly.
   d) The children should respond within one second of the time that you snap your fingers.

4. Vary the actions during each turn (e.g., stand up, sit down, touch your (body part), clap your hands, etc.).

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-173

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

3.0 ACADEMIC READINESS SKILLS

Skills in this sequence are generally taught at two or three different levels. These are 1) match-to-sample, 2) finds or locates and 3) labels. For example when teaching object identification of a ball, teach in the sequence of finding or locating the ball and then labeling the ball. Or, for teaching the color red, teach in the sequence of 1) matching-to-sample red, 2) finding or locating red and then 3) labeling red.

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3.01 IDENTIFIES OBJECTS, PICTURES, ACTIONS, BODY PARTS									
A. Objects									
1. One object									
2. Five objects									
3. Ten objects									
B. Pictures									
1. One picture									
2. Five pictures									
3. Ten pictures									
C. Actions									
1. One action									
2. Five actions									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Ten actions									
D. Body parts									
1. Parts of face and head									
2. Arms									
3. Legs									
4. Hands									
5. Feet									
6. Shoulders									
7. Elbows									
8. Ankles									
9. Fingers/toes									
10. Knee									
11. Body									
3.02 IDENTIFIES ACCORDING TO ATTRIBUTE									
A. Identifies colors									
1. Red									
2. Green									
3 Yellow									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Blue									
5. Purple									
6. Orange									
7. Black									
8. Brown									
9. White									
B. Identifies shapes									
1. Circle/round									
2. Square									
3. Triangle									
4. Rectangle									
C. Describes functions									
1. Body parts									
a) Parts of face and head									
b) Arms									
c) Legs									
d) Hands									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
e) Feet									
f) Shoulders									
g) Elbows									
h) Ankles									
i) Fingers/toes									
j) Knee									
k) Body									
2. Common objects									
a)									
b)									
c)									
d)									
e)									
3.03 CLASSIFIES ACCORDING TO CATEGORIES									
A. Animals									
B. Food									
C. Toys									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Clothing									
E. Vehicles									
F. Tools									
G. Appliances									
H. Furniture									
I.									
J									
K.									
3.04 SEQUENCES EVENTS OR STEPS IN A PROCESS									
A. Arranges scrambled pictures into the order of occurrence.									
B. Arranges in order the events of a story.									
C. Arranges in order the steps in a process.									
3.05 DEMONSTRATES KNOWLEDGE OF CONCEPTS									
A. Negative concepts									
1. No									
2. Not									
3. n't									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Neither									
5. Nor									
B. Prepositions									
1. In									
2. On									
3. Under									
4. In front of									
5. Between									
6. Beside/next to									
7. Behind									
8. Inside									
9. Around									
10. Through									
11. Across									
12. Over/above									
13. Against									
14. By									
15. Off									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Spatial relationships									
1. Middle									
2. Near									
3. Far									
4. Top									
5. Away from									
6. Corner									
7. First									
8. Last									
9. Next									
10. Row									
11. Center									
12. Below									
13. Second									
14. Third									
15. Right									
16. Left									
17. Forward									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
18. Backward									
19. Skip									
20. Separated									
21. In order									
22. Toward									
23. Up									
24. Down									
25. Not first, but not last									
26. Side									
27. Farthest									
D. Quantity concepts									
1. All									
2. None									
3. Many									
4. Most									
5. Several									
6. Whole									
7. Half									

(8)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8. Almost									
9. Few									
10. Every									
11. As many									
12. Pair									
13. Least									
14. Both									
15. A lot									
16. Some									
17. More									
E. Quality concepts									
1. Alike or same									
2. Different									
3. Good									
4. Bad									
5. Finished									
6. Poorly done									
7. Well done									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8. Matches									
9.									
10.									
11.									
F. Temporal concepts									
1. Beginning									
2. End									
3. After									
4. Before									
5. Always									
6. Never									
7. Since									
8. Yesterday									
9. Today									
10. Tomorrow									
G. Polar adjectives									
1. Big/little									
2. Wet/dry									

(10)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Empty/full									
4. Fat/skinny									
5. Rough/smooth									
6. Long/short									
7. Tall/short									
8. Fast/slow									
9. Heavy/light									
10. Hot/cold									
11. Open/close									
12. Hard/soft									
13. Dirty/clean									
14. Thick/thin									
15. Wide/narrow									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-174

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.01 READS-SIGHT WORDS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.01 READS-SIGHT WORDS									
A. Reads important personal data.									
1. Name									
2. Address									
3. Telephone number									
4. Social Security number									
B. Reads public bathroom signs and symbols.									
1. Male									
a) Men									
b) Boys									
c) Gentlemen									
d)									
2. Female									
a) Women									
b) Girls									

(1)

NAME _____

	stered In Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
c) Ladies									
d)									
C. Reads warning signs									
1. No									
2. Beware									
3. Do Not ...									
4. Danger/Dangerous									
5. Watch Out									
6. Warning									
7. Emergency									
8. Stop									
9. Fire alarm									
10. Fire escape									
11. Caution									
12. Hot									
13.									
14.									
15.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Reads warnings on packages and containers.									
1. Poison/Poisonous									
2. Hazardous									
3. Flammable									
4. Explosive									
5. Harmful if swallowed									
6. Keep out of reach of children									
7. For external use only									
8. Do not use with ... _____									
9. Do not exceed recommended dosage									
10. Keep away from heat									
11. Handle with ca-e									
12. Fragil									
13. Corrosive									
14.									
15.									
16.		-	57	-					(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Reads signs found in public places.									
1. In/Out									
2. Push/Pull									
3. Exit/Entrance									
4. Up/Down									
5. Open/Close									
6. Start/Stop									
7. Keep out									
8. Do not touch									
9. Hands off									
10. No admittance									
11. No minors									
12. Employees only									
13. Use other door									
14. Out of order									
15. Watch your step									
16. Emergency stop									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
17. Bus									
18. Detour									
19. This way									
20. Admission									
21. Pay here									
22. Tickets									
23. Telephone/Phone									
24. Wet paint									
F. Reads signs to identify type of store or business. (Specific store names may be used.)									
1. Grocery store									
2. Drug store/Pharmacy									
3. Cafe/Restaurant									
4. Beauty/Barber shop									
5. Movie									
6. Bowling									
7. Library									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8.									
9.									
10.									
G. Reads written names of family members.									
1.									
2.									
3.									
4.									
H. Reads labels of important objects found in and around the home, living area or school.									
1.									
2.									
3									
4.									
5.									
6.									
7.									

(6)

NAME _____

	Mastered in Initial Assessmer (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8.									
9.									
10.									

(7)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE # _____

ES-175

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.02 READS-DECODING SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.02 READS-DECODING SKILLS									
A. Reads sounds in isolation.									
1. a									
2. m									
3. s									
4. ē									
5. r									
6. d									
7. f									
8. i									
9. th									
10. t									
11. n									
12. c									
13. o									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
14. ā									
15. h									
16. u									
17. g									
18. l									
19. w									
20. sh									
21. l									
22. k									
23. ō									
24. v									
25. p									
26. ch									
27. e									
28. b									
29. ing									
30. ī									
31. y									

(2)

NAME _____

	Mastered In Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
32. er									
33. x									
34. oo									
35. j									
36. ȳ									
37. wh									
38. qu									
39. z									
40. ū									
B. Reads words.									
1. VC words with all short vowels (i.e., at, am)									
2. CVC words with all short vowels (i.e., man, hop)									
3. CCVC words with all initial blends (i.e., stop, clap)									
4. CVCC words with al final blends (i.e., last, send)									
5. CVCE pattern words (i.e., base, home)									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6. Two syllable words									
7. Words with inflectional endings: s, ed, ing									
8. Compound words									
9. Words with inflectional endings: es, er, est, ly, y									
10. Words with possessives									
11. Words with contractions									
12. Words with prefixes: be, dis, ex, in (not and into), un									
13. Words with suffixes: ful, less, ness, th, ing, ly									
14. Irregular words									
C. Reads sentences.									
D. Reads written material (i.e., stories, periodicals).									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-176

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.03 READS-COMPREHENSION SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.03 READS-COMPREHENSION SKILLS									
A. Answers questions about pictures.									
1. Who									
2. What									
3. When									
4. Where									
5. Why									
B. Answers questions about written material.									
1. Who									
2. What									
3. When									
4. Where									
5. Why									
C. Foretells outcome of a story based on facts read.									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Evaluates material.									
1. Distinguishes between true and false									
2. Distinguishes between real and fantasy									
3. Discriminates between fact and opinion									
4. Identifies fallacies in pictures and in written material									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-177

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.04 SPELLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.04 SPELLS									
A. Spells first name.									
B. Spells last name.									
C. Spells words in address.									
1. Street name									
2. City									
3. State									
D. Spells parents' and siblings' first names.									
1.									
2.									
3.									
4.									
E. Spells the birthday month.									

(1)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-178

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.05 WRITES

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.05 WRITES NOTE: The sequence for teaching writing is to: 1. Trace									
2. Copy									
3. Write from dictation									
4. Write independently									
A. Positions materials and body for writing. 1. Picks up and holds a pencil and marks on paper									
2. Positions writing paper									
3. Positions body in a suitable position									
B. Writes basic strokes. 1. Horizontal lines ___									
2. Vertical lines |									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Diagonal lines \ /									
4. Curved lines ( )									
C. Writes numerals.									
1. 0									
2. 1									
3. 2									
4. 3									
5. 4									
6. 5									
7. 6									
8. 7									
9. 8									
10. 9									
D. Prints lower case letters.									
1. l i t									
2. o c									
3. h n m r									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. b d p									
5. u a e s									
6. g f q j									
7. x v w									
8. y z k									
E. Prints name.									
F. Prints words in lower case letters.									
G. Prints upper case letters									
1. I L H T E F									
2. O C Q G									
3. M N V X W									
4. D P B R									
5. J U S									
6. Z A Y K									
H. Prints address.									
1. Street									
2. City									(3)

NAME _____

	Mastered In Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. State									
I. Prints the names of parents or guardians.									
1.									
2.									
3.									
J. Writes age.									
K. Writes birthdate.									
L. Writes telephone number.									
M. Writes Social Security number.									
N. Writes the date.									
O. Writes and maintains a personal data card.									
P. Fills out order blanks and other simple forms such as applications, deposit and withdrawal slips, and checks.									
Q. Writes signature in cursive.									
R. Prints/writes simple messages.									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
S. Addresses and mails greeting cards or thank you notes.									
T. Writes sentences.									
1. Identifies a simple sentence									
2. Writes a simple sentence									
3. Writes a question									
4. Discriminates between questions and statements									
U. Uses punctuation.									
1. Begins sentences with a capital letter									
2. Begins proper nouns with a capital letter									
3. Uses periods									
4. Uses question marks									
5. Uses initials									
6. Uses abbreviations									
7. Capitalizes abbreviations									

(5)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-179

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.06 ARITHMETIC-PRESKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.06 ARITHMETIC-PRESKILLS									
A. Sorts common objects into sets according to attributes. (size, shape, color, function)									
B. Establishes one to one correspondence.									
1. Matches one set of objects to another set of objects									
2. Matches one set of objects to a set of lines									
3. Matches lines to lines									
4. Draws lines to match a set of lines									
C. Rote counts									
1. Starts at one and stops at a specified number up to									
a. 5									
b. 10									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
c. 20									
d. 50									
e. 100									
2. Starts at a number larger than one and counts to a specified number up to a. 5									
b. 10									
c. 20									
d. 50									
e. 100									
D. Counts events and objects 1. Counts objects in a set as the teacher touches them up to a. 5									
b. 10									
c. 20									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
d. 50									
e. 100									
2. Counts a series of events (claps)									
3. Touches and counts objects in a set up to:									
a. 5									
b. 10									
c. 20									
d. 50									
e. 100									
4. Touches and counts lines up to:									
a. 5									
b. 10									
c. 20									
d. 50									

(3)

NAME _____

	Mastered In Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
e. 100									
E. Identifies symbols:									
1. 1									
2. 2									
3. 3									
4. 4									
5. 5									
6. 6									
7. 7									
8. 8									
9. 9									
10. 0									
11. =									
F. Identifies numerals of personal importance									
1. age									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Birthdate									
3. Social Security Number									
4.									
5.									
6.									
G. Matches numerals to quantities:									
1. From a group of numerals, finds one that matches a given set of objects.									
2. When presented several sets of objects, finds the set to match a given numeral.									
3. When given a numeral, counts out the correct number of objects up to:									
a. 5									
b. 10									
c. 20									
d. 50									(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
e. 100									
4. When given a numeral, writes the correct number of lines under it.									
5. When given a set of lines, writes the correct numeral.									
H. Applies the rules of equality									
1. Indicates that two sets of lines are equal.									
2. Indicates that two sets of lines are not equal.									
3. Uses the equal sign to show that two sets of lines are equal.									
4. Given a numeral on one side of the equal sign, writes the correct number of lines on the other side.									
5. Given lines on one side of the equal sign, writes the correct numeral on the other side.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
I. Reads numerals									
1. 1-10									
2. 1-20									
3. 1-50									
4. 1-100									
J. Writes numerals									
1. 1-10									
2. 1-20									
3. 1-50									
4. 1-100									
K. Completes a series of numerals with missing numerals.									
L. Identifies the greater numeral.									
1. 1-10									
2. 1-20									
3. 1-50									(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. 1-100									
M. Orders numerals from smallest to the largest.									
1. 1-10									
2. 1-20									
3. 1-50									
4. 1-100									
N. Identifies the place value of numerals in the:									
1. One's place									
2. Ten's place									
3. Hundred's place									
4. Thousand's place									
5. Given a 2-digit numeral, tells and writes the numeral in the 1's & 10's place.									
6. Given numbers in the 1's and 10's place, tells and writes the numeral.									

(8)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
7. Given a 3-digit numeral, tells and writes the numeral in the 1's, 10's and 100's place.									
8. Given a number in the 1's, 10's and 100's place, tells and writes the numeral.									
O. Rounds to the nearest 10, then to nearest 100.									
P. Identifies the words for simple numerals.									
Q. Uses a number line									
R. Identifies terms used in addition:									
1. Plus									
2. More									
3. Add									
4. Sum									
S. Identifies terms used in subtraction:									
1. Take away									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Subtract									
3. Minus									
4. Less									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-180

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.07 ARITHMETIC APPLICATION

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

4.07 ARITHMETIC APPLICATION	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
A. Uses the addition sign (+).									
B. Adds facts.									
1. Adds facts with sums to five									
2. Adds facts with sums to ten									
3. Adds facts with sums to eighteen									
C. Completes addition operations.									
1. Adds with no regrouping									
a) Adds two 1-digit numerals									
b) Adds two 2-digit numerals									
c) Adds two 3-digit numerals									
d) Adds more than two numerals									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Adds with regrouping									
a) Adds numerals with regrouping from ones to tens									
b) Adds numerals with regrouping from tens to hundreds									
c) Adds numerals with multiple regroupings									
D. Uses the subtraction sign (-).									
E. Subtracts facts.									
1. Subtracts facts with numerals 1 to 5 (e.g., 5-3)									
2. Subtracts facts with numerals 6 to 10 (e.g., 10-4)									
3. Subtracts facts with numerals 10 to 18 (e.g., 18-9)									
4. Subtracts facts with numerals 1 to 18									
F. Completes subtraction operations.									
1. Subtracts with no regrouping									
a) Subtracts 1-digit numerals									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Uses abbreviations a) lb.									
b) oz.									
C. Uses various containers to measure the capacity or volume. 1. Measures to the nearest whole increment (teaspoon, tablespoon, pint, quart, gallon)									
2. Measures to the nearest fractional part (halves, thirds, fourths)									
3. Uses abbreviations a) t									
b) T									
c) c									
d) pt.									
e) qt.									
f) gal.									
4. Estimates various volumes									

(2)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-181

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.08 ARITHMETIC-MEASUREMENT

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.08 ARITHMETIC-MEASUREMENT									
A. Uses a yardstick, ruler, and tape measure.									
1. Measures to the nearest yard, foot, and inch									
2. Measures to the nearest fractional part (halves, fourths, eighths, and sixteenths)									
3. Uses abbreviations									
a) yd.									
b) ft.									
c) in.									
4. Estimates various lengths									
5. Solves problems requiring linear measurement									
B. Uses various instruments to measure weight.									
1. Measures to the nearest ounce or pound on a typical scale									(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
5. Solves problems requiring volume measurement									
D. Uses various thermometers to measure temperature.									
1. Measures to the nearest degree									
2. Uses abbreviations and symbols									
3. Estimates various temperatures									
E. Reads dials, gauges, and meters (oven dial, water meter, gas gauge).									
F. Sets and reads simple timers.									
G. Measures, calculates and labels the following:									
1. The perimeter of a room									
2. The area of a room									
H. Uses graphs and charts (interprets simple bar, line, and circle graphs).									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-182

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.09 TIME

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.09 TIME									
A. Calendar skills.									
1. Matches the time of the day with appropriate activities (morning, afternoon, evening, and night)									
2. Names the days of the week									
3. Names the months of the year									
4. Names the seasons									
5. Names the current day and date									
6. Names the major holidays of the year									
7. Uses a calendar to find the months and the year									
8. Names the current day, month, date, and year									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Time telling skills.									
1. Performs the following preskills									
a) Names numerals 1-59									
b) Rote counts by 1's to 60 from any numeral									
c) Rote counts by 5's to 60 from any numeral									
2. Tells time to the hour									
a) Reads the time on a clock									
b) Sets a clock to a given time									
c) Reads written time									
d) Writes time									
3. Tells time after the hour (follow sequence in number 2 above)									
a) For 15 minutes after the hour									
b) For 30 minutes after the hour									
c) For 45 minutes after the hour									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
d) To the nearest minute									
4. Tells time using alternative terminology									
5. Sets alarm clock									
a) For 15 minutes after the hour									
b) For 30 minutes after the hour									
c) For 45 minutes after the hour									
d) For minutes before the hour									
6. Arrives on time to scheduled activities and events									
a) Uses time skills to plan (i.e., leaving early enough to catch a bus)									
b) Arrives at correct time									

(5)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-183

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

4.0 FUNCTIONAL ACADEMIC SKILLS

4.10 MONEY

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4.10 MONEY									
A. Identifies coins.									
1. Names coins									
a) Penny									
b) Nickel									
c) Dime									
d) Quarter									
2. Tells the value of coins									
a) Penny									
b) Nickel									
c) Dime									
d) Quarter									
3. Orders coins by value									
4. Indicates which coin is worth more when given two or more coins									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Identifies paper money.									
1. Names paper money									
a) One dollar bill									
b) Two dollar bill									
c) Five dollar bill									
d) Ten dollar bill									
e) Twenty dollar bill									
2. Tells the value of paper money									
a) One dollar bill									
b) Two dollar bill									
c) Five dollar bill									
d) Ten dollar bill									
e) Twenty dollar bill									
3. Orders paper money by value									
4. Indicates which dollar bill is worth more when given mixed dollar bills									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Counts money by its value when given coins or dollar bills that are the same (all pennies, all dimes, all one dollar bills, etc.).									
1. Pennies									
2. Nickels									
3. Dimes									
4. Quarters									
5. One dollar bills									
6. Two dollar bills									
7. Five dollar bills									
D. Counts money by its value when given mixed coins.									
1. Sorts coins by value (puts all pennies together, etc.)									
2. Orders groups of similar coins from most valuable to least valuable									
3. Counts starting with most valuable coins									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Counts money by its value when given mixed dollar bills.									
1. Sorts dollar bills by value									
2. Orders groups of similar dollar bills from most valuable to least valuable									
3. Counts starting with most valuable dollar bills									
F. Converts one denomination of money into another (five pennies equal one nickel, ten dimes equal one dollar).									
G. Uses several combinations of money to get to the same value (ten pennies or two nickels equal one dime).									
H. Makes change.									
1. Uses coins--counts up to the next highest number divisible by five and continues counting by fives, tens or twenty-fives depending on given coins									
2. Uses dollar bills									
3. Uses coins and dollar bills									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
I. Selects appropriate change for pay telephones.									
J. Selects appropriate change for vending machines.									
K. Identifies money symbols.									
1. ¢ (cent sign)									
2. $ (dollar sign)									
3. . (decimal)									
L. Purchases items using coins.									
M. Purchases items using dollar bills.									
N. Purchases items using coins and dollar bills.									
O. Verifies the amount of change received.									
P. Identifies various denominations of food stamps.									
Q. Makes change using food stamps as an alternative to dollar bills.									
R. Uses checks.									
1. Reads the amount of a check									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Writes a check									
3. Records in a check book									
4. Adds and subtracts with money									
5. Balances a bank statement									
6. States the meaning of each paycheck deduction									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-184

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

5.0 SOCIAL SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
5.01 CLASSROOM BEHAVIORS									
A. Works unaided at a task.									
1. 5 minutes									
2. 10 minutes									
3. 30 minutes									
4. 60 minutes									
B. Completes work on time.									
C. Follows daily schedule, routines and transitions.									
D. Indicates when work is completed.									
E. Brings materials to and from school.									
F. Uses free time appropriately.									
G. Answers when called on.									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
5.02 GENERAL SCHOOL BEHAVIORS									
A. Maintains eye contact.									
B. Maintains acceptable voice quality and volume.									
C. Knows and uses social conventions (thank you, please).									
D. Follows teacher instructions and directions promptly.									
E. Joins in conversation.									
F. Competes appropriately.									
G. Accepts responsibility for behavior.									
H. Waits without supervision for appropriate amounts of time.									
I. Behaves appropriately in large group situations.									
J. Gives specific details when providing information.									
K. Does not interrupt.									
L. Avoids self-stimulation.									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
M. Follows class and school rules.									
N. Works cooperatively with peers.									
O. Uses school equipment and materials appropriately.									
P. Maintains proper distance when interacting with others.									
Q. Safely exits building during fire drill.									
5.03 INITIATING BEHAVIORS									
A. Seeks assistance.									
1. In an appropriate manner									
2. At an appropriate time									
B. Starts and ends a conversation appropriately.									
C. Introduces him/herself.									
D. Introduces others.									
E. Gives a compliment.									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
F. Enters a conversation.									
1. In an appropriate manner									
2. At an appropriate time									
3. Follows context of conversation									
G. Touches others appropriately.									
H. Shares.									
I. Praises others.									
J. Gives clear instructions.									
K. Gives criticism.									
L. Asserts self effectively.									
5.04 RESPONDING BEHAVIORS									
A. Listens to others.									
B. Answers questions.									
C. Attends to other people.									
D. Attends to activities (films, games).									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Follows instructions and directions.									
F. Takes turns.									
G. Accepts help.									
H. Politely refuses unneeded help.									
I. Apologizes.									
J. Accepts praise.									
K. Responds appropriately when corrected.									
L. Accepts criticism.									
M. Uses feedback to change behavior.									
N. Disagrees with others appropriately.									
O. Paraphrases accurately.									
5.05 BATHROOM BEHAVIOR									
A. Uses bathroom at appropriate times.									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Goes in stall by self (not with others).									
C. Pulls down pants in stall.									
D. Wipes self and flushes toilet.									
E. Arranges clothing appropriately.									
F. Washes hands and puts towel in trash.									
G. Keeps voice down.									
H. Refrains from inappropriate bathroom behaviors (writing on walls, urinating on floors).									
I. Uses minimal amount of time in the bathroom.									
5.06 BUS BEHAVIOR									
A. Locates boarding area.									
B. Lines up appropriately.									
C. Follows established bus rules.									
1. Sits up in seat									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Stays in seat									
3. Keeps voice down									
4. Keeps hands to self									
D. Reports to classroom when arriving at school.									
5.07 HALL BEHAVIOR									
A. Moves in hall appropriately.									
B. Keeps voice down.									
C. Keeps hands to self.									
D. Goes from one place to another quickly, but does not run.									
5.08 PLAYGROUND AND/OR BREAKTIME									
A. Engages in appropriate freetime activities.									
B. Participates in games or activities.									
C. Resolves conflicts.									

(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Demonstrates proper use of school equipment.									
E. Follows playground and/or breaktime rules.									
F. Stays in assigned area.									
5.09 LUNCHROOM BEHAVIOR									
A. Obtains lunch or milk ticket.									
B. Accepts responsibility for own ticket or money.									
C. Enters and leaves cafeteria in an appropriate manner.									
D. Waits in lunch line.									
E. Gets necessary items (utensils, tray, milk).									
F. Moves to table appropriately.									
G. Uses appropriate utensils.									
H. Takes small bites.									

(8)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
I. Chews with mouth closed.									
J. Eats at an appropriate rate.									
K. Refrains from touching the food of others.									
L. Uses a napkin.									
M. Talks appropriately.									
N. Stays at table.									
O. Cleans up after eating.									
1. Table									
2. Self									
5.10 COPING WITH FEELINGS									
A. Expresses feelings appropriately.									
B. Expresses affection appriopriately.									
C. Uses humor appropriately.									
D. Copes with embarassment.									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Copes with being left out.									
F. Responds to failure appropriately.									
G. Responds to inappropriate group pressure.									
H. Tolerates frustration.									
I. Recognizes the feelings of others.									
5.11 ALTERNATIVES TO AGGRESSION									
A. Refrains from physical aggression (hitting, biting, throwing, kicking).									
B. Refrains from verbal aggression (screaming, yelling, swearing).									
C. Follows time-out rules.									
D. Controls tantrums.									
E. Controls aggression towards materials and property of others.									
F. Negotiates differences.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
G. Resolves conflicts independently.									
5.12 MANAGEMENT OF STRESS									
A. Makes a complaint.									
B. Answers to an accusation.									
C. Removes self from a negative situation.									
D. Uses relaxation techniques.									
5.13 ORGANIZATION AND PLANNING BEHAVIORS									
A. Identifies the problem.									
B. Decides what caused the problem.									
C. Sets a goal to solve problem.									
D. Arranges problems by importance.									
E. Makes decisions.									
F. Formulates strategies for behavior options.									
G. Organizes and plans.									
H. Decides when a goal has been met.									

(11)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-185

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

6.0 HOME LIVING SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6.01 FOOD-PREPARATION PLANNING SKILLS									
A. Names the four food groups and names two foods in each group.									
B. Identifies and plans appropriate foods for nutritious daily meals.									
C. Chooses nutritious snacks.									
D. Names the reasons for cleaning a work area and materials before and after food preparation.									
E. Names ways in which food spoils and identifies spoiled foods.									
6.02 FOOD-KITCHEN UTENSILS AND APPLIANCES SKILLS									
A. Uses basic kitchen paper products (plastic wraps, aluminum foil, plastic bags).									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Uses utensils (knives, peelers, graters, spatulas) safely.									
C. Uses pots and pans safely.									
D. Uses small electrical appliances (toaster, blender, mixer) safely.									
E. Uses large electric appliances (toaster, blender, mixer) safely.									
F. Demonstrates proper care and cleaning of utensils and appliances.									
6.03 FOOD-PRE-COOKING SKILLS A. Describes and demonstrates ways to prevent food from spoiling.									
B. Demonstrates the different ways to store and re-use leftovers.									
C. Demonstrates the proper waste disposal of food.									
D. Demonstrates basic food preparation (cleaning, peeling, boiling).									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Uses simple cooking vocabulary.									
F. Measures liquids (cups, spoons).									
G. Pours from a container.									
H. Measures solids (cups, spoons).									
I. Unwraps/peels food.									
J. Opens containers:									
1. Bottles									
2. Cans									
3. Boxes									
K. Stirs food.									
L. Spreads with a knife.									
M. Cuts various textured foods with a knife.									
N. Uses kitchen timer.									
O. Observes health habits in the kitchen.									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1. Washes hands before cooking.									
2. Keeps hands clean during cooking									
6.04 FOOD-COOKING SKILLS									
A. Follows simple recipes or directions on packages.									
B. Prepares simple foods:									
1. Snacks (cheese and crackers, pudding, orange juice)									
2. Sandwiches									
3. Canned foods									
4. Raw fruits and vegetables									
5. Frozen foods									
6. Eggs									
7. Boxed foods									
C. Prepares simple nutritious mea'>:									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1. Breakfast (cereal, toast, eggs)									
2. Lunch or sack lunch (soup, sandwiches)									
3. Dinner (simple casseroles, salads)									
D. Prepares complete meals for one or more people.									
E. Serves meals:									
1. Sets table correctly									
2. Serves food									
3. Clears table after meal									
4. Cleans kitchen after meal									
a) Uses dishwasher									
b) Washes dishes									
6.05 FOOD-TABLE ETIQUETTE SKILLS									
A. Washes hands before eating.									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Seats self at table.									
C. Uses correct table utensils.									
D. Passes food.									
E. Serves self food.									
F. Uses acceptable eating behaviors (chews with mouth closed, uses napkin).									
G. Uses condiments appropriately.									
H. Uses appropriate conversation at the table.									
6.06 SHOPPING-GROCERIES									
A. Prepares for shopping.									
1. Checks planned menus for food needed									
2. Checks what foods already are in the house									
3. Makes grocery list									
4. Chooses appropriate store									
5. Gets coupons (optional)									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6. Gets money									
7. Gets grocery list									
B. Shops-General									
1. Gets grocery cart or basket									
2. Locates items and/or requests assistance									
3. Finds items in one section before going on to the next section									
4. Checks off items on the list									
5. Finds all items on the list									
C. Shops-Dairy Products									
1. Checks freshness date and chooses most recent product									
2. Checks for leakage at bottom of milk									
3. Checks for broken eggs									
D. Shops-Produce									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1. Checks firmness of fruits and vegetables									
2. Checks for spoiled spots									
3. Knows how to weigh foods									
4. Understands pricing and chooses least expensive items									
E. Shops-Meats, Fish & Poultry. 1. Reads freshness date and chooses freshest meat									
2. Considers price per pound, weight of package and fat/ bone content when choosing product									
3. Chooses item whose total price is within budget									
F. Shops - Grains 1. Reads unit price label and chooses least expensive item									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Chooses appropriate size or amount									
G. Shops - Frozen Foods.									
1. Reads unit price label and chooses least expensive item									
2. Chooses appropriate size or amount									
H. Shops - Canned Foods.									
1. Reads unit price label and chooses least expensive item									
2. Chooses appropriate size or amount									
I. Shops - Baked Goods.									
1. Checks freshness date and chooses most recent product									
2. Reads unit price label and and chooses least expensive item									
J. Shops - Paper Products.									
1. Reads unit price label and chooses least expensive item									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Chooses appropriate size or amount									
K. Shops - Supplies (soap, cleanser, toiletries).									
1. Reads unit price label and chooses least expensive item									
2. Chooses appropriate size or amount									
L. Check Out.									
1. Checks grocery list last time									
2. Waits in line									
3. Listens as checker adds up products									
4. Prepares money and coupons									
5. Gives checker proper amount of money									
6. Waits for change									
7. Carries purchases out or asks for assistance									

(10)

NAME _____

	Mastered in Initial Assessment (indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
M. Puts groceries away.									
1. Puts refrigerated food in freezer									
2. Puts freezer food in freezer									
3. Puts non-refrigerated food in proper place									
6.07 SHOPPING - CLOTHES									
A. Identifies clothes requiring a minimum of care.									
B. Selects clothing from rack.									
C. Requests permission to try on clothes.									
D. Puts on new clothes.									
E. Examines fit.									
F. Puts own clothes back on.									
G. Takes clothes to sales person and tells whether they will buy them.									
H. Gives clerk proper amount of money.									

(11)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
I. Waits for change.									
6.08 SHOPPING - GENERAL SKILLS									
A. Reads price tags.									
B. Reads and uses labels.									
C. Checks items for quality and quantity.									
D. Differentiates between luxury and necessity purchases of food and clothing.									
E. Differentiates between regular and sale items.									
F. Returns a faulty item to the place of purchase.									
G. Locates and uses local thrift shops (Goodwill, Salavation Army, garage sales).									
H. Uses appropriately newspaper advertisements and classified ads.									
I. Uses or discards advertisements received in the mail.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
J. Demonstrates strategies for dealing with door-to-door and telephone salespersons.									
.09 CLEANS AND MAINTAINS CLOTHING									
A. Cleans clothing.									
1. Determines when clothes need to be washed and ironed									
2. Identifies washable fabrics versus dry cleanable or hand washables									
3. Sorts clothes for washing									
4. Washes delicate items by hand									
5. Washes other items in machine									
a) Uses home machine									
b) Uses coin-op machines									
6. After washing hangs clothes or uses dryer									
7. Irons clothes needing to be ironed									

(13)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8. Folds clothes									
9. Puts clothes away									
B. Maintains Clothing.									
1. Hangs up clothes, puts in hamper or puts in mending box each day									
2. Selects clothing repair tools (buttons, needles, thread)									
3. Performs minor repairs on clothing:									
a) Buttons									
b) Simple mending									
4. Uses a sewing machine									
6.10 HOME MAINTENANCE									
A. Performs Simple Home Tasks.									
1. Cleans and maintains living area:									
a) Makes bed									
b) Dusts									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
c) Sweeps									
d) Picks up									
e) Mops									
f) Vacuums									
g) Cleans bathroom									
h) Empties waste/garbage containers									
i) Cleans kitchen									
j) Cleans windows									
2. Maintains plants and yard a) Cares for house plants									
b) Mows									
c) Rakes									
d) Weeds									
e) Sweeps walks									

(15)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Repairs and maintains home:									
1. Safely uses common appliances and tools found in the home									
2. Makes minor home repairs (lights, painting, locks)									
C. Manages problems:									
1. Obtains assistance and/or service from the landlord as appropriate									
2. Contacts an appropriate advocate/agency for landlord/tenant problems									
3. Uses utilities and contacts utility companies when necessary (phone, water, electricity)									
6.11 SAFETY SKILLS									
A. Knows safety precautions for fire.									
1. Evacuates house									
2. Reports fire									

(16)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Extinguishes fire									
4. Uses fire alarm									
B. Knows safety precautions for poisons or drugs.									
1. Identifies containers of poisonous substances (Draino, Mr. Clean)									
2. Identifies medicine bottles									
3. Knows the danger of ingesting poisonous substances and medicines									
C. Secures home against intruders.									
1. Secures windows									
2. Secures doors									
3. Uses burgler alarm									
4. Reports appropriate problems to police									
D. Demonstrates general safety habits.									
1. Clears stairs and halls of objects									

(17)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Stands on stable stool or ladder to reach high objects									
3. Uses safe habits when cooking (turns pan handles to back, avoids steam, uses pot-holders)									
4. Uses handrail on stairs									
5. Uses safe habits when bathing or using the bath-room									
6. Uses adequate lighting to prevent accidents (by the bed, by the stairs, by the front door)									
7. Adjusts room temperature appropriately									
8. Uses electrical appliances and/or cords appropriately.									
a) Recognizes danger of light sockets and other electrical outlets									
b) Knows danger of having electrical appliances and cords in water									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
9. Recognizes danger of pools of water									
10. Demonstrates appropriate use of sharp objects (knives, scissors, pins)									
5.12 MONEY MANAGEMENT									
A. Records major income and expenses.									
B. Constructs a personal budget (daily, weekly, bi-weekly and monthly).									
C. Pays bills.									
D. Uses bank for personal needs (savings and checking account.)									
E. Discusses credit services.									
1. Identifies the advantages of credit									
2. Identifies the disadvantages of credit									
F. Discusses taxes.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
G. Identifies information and records which should be retained (W-2 forms, etc.).									
H. Completes tax forms or gets the proper assistance.									
6.13 TELEPHONE SKILLS									
A. Identifies a variety of telephones.									
1. Dial phone									
2. Push button									
3. Pay phone									
4. Dial-in-receiver									
5. Push-button-in-receiver									
6. Adapted									
B. Identifies the parts of a telephone.									
C. Identifies the usuage (s) of a phone.									
D. Answers the phone correctly.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Calls another person to the phone if at home or in the building.									
F. Takes or relays a message if not at home or in the building.									
G. Interprets a dial tone, busy signal, wrong number.									
H. Dials various types of phones with assistance (see #A above).									
I. Identifies self when phone is answered.									
J. Dials various types of phones independently (see #A above).									
K. Dials operator and requests assistance.									
L. Converses appropriately.									
M. Dials neighbor or friend and requests assistance.									
N. Dials emergency number and requests assistance.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
O. Dials phone.									
1. Reads from a printed phone number									
2. Locates and dials a phone number from among a group of phone numbers in a personalized directory									
P. Locates phone numbers within a phone book.									
1. White pages									
2. Yellow pages									
Q. Dials from memory.									
1. One phone number									
2. More than one phone number									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402
ES-186
CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

7.0 PERSONAL CARE SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
7.01 TOILETING									
A. Performs toileting procedure when cued and given adult assistance.									
B. Performs toileting procedure when cued only.									
C. Initiates independently the need to use bathroom and performs toileting procedure independently.									
7.02 FEEDING									
A. Maintains sitting position.									
1. With assistance									
2. Independently									
B. Establishes jaw control.									
C. Develops chewing when fed.									
1. Strained foods									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Lumpy foods									
3. Solid foods									
7.03 EATING									
A. Drinks independently from a cup or a glass.									
B. Eats with a spoon.									
1. Scoops food									
2. Cuts food									
C. Eats with a fork.									
1. Scoops food									
2. Spears food									
3. Cuts food									
D. Uses a knife.									
1. Spreads food									
2. Cuts soft foods									
3. Cuts hard foods									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Uses proper eating habits.									
1. Discriminates between edibles and unedibles									
2. Chews with mouth closed									
3. Uses napkin properly									
4. Selects and uses correct utensils									
7.04 DRESSING									
A. Removes articles of clothing.									
1. Cooperates when being undressed									
2. Takes off hat									
3. Takes off socks									
4. Takes off coat/jacket/cardigan sweater									
5. Takes off untied shoes									
6. Takes off mittens/gloves									
7. Takes off pants/underpants/leotards									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8. Unsnaps									
9. Zips and unzips									
10. Takes off t-shirts, pullover shirt or dress									
B. Puts on articles of clothing.									
1. Puts on pants, underpants, leotards									
2. Puts on coat/jacket/cardigan sweater									
3. Puts on socks									
4. Puts on t-shirt									
5. Puts on shoes									
6. Adjusts clothes to look appropriate									
C. Removes and puts on assessory items.									
1. Unties shoe laces									
2. Unlaces shoes									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Unbuttons									
4. Buttons									
5. Snaps									
6. Unbuckles									
7. Puts on mittens/gloves									
8. Threads buckle through loops									
9. Buckles									
10. Unfasten hook fastener									
11. Zips a zipper									
12. Ties a bow									
13. Fastens a hook fastener									
14. Laces shoes									
15. Puts on assessory items (necklaces, rings, watches)									
16. Ties shoes									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Cares for clothing.									
1. Polishes/shines shoes									
2. Puts own clothing away									
E. Dresses appropriately for work, social and leisure activities.									
1. Wears clothes of proper size									
2. Wears clothes that match									
3. Wears the appropriate clothing for different weather conditions									
4. Wears the appropriate clothing for a given occasion or activity									
7.05 HYGIENE									
A. Washes and dries hands.									
1. Wets hands with water									
2. Uses soap									
3. Dries hands									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Uses hand lotion									
B. Cares for teeth.									
1. Brushes teeth									
2. Flosses teeth									
3. Uses mouth wash									
C. Cares for skin.									
1. Wets face with water									
2. Washes face with soap									
3. Dries face									
4. Applies skin or acne cream									
5. Applies make-up									
D. Cares for nose.									
1. Wipes nose									
2. Blows nose									
3. Uses nasal spray									

(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
E. Bathes and showers.									
1. Wets body									
2. Washes individual body parts									
3. Rinses body									
4. Dries									
5. Cleans up bathroom									
F. Cares for hair.									
1. Combs hair									
2. Brushes hair									
3. Wets hair with water									
4. Washes hair with soap and water and rinses hair									
5. Dries hair with towel or hair drier									
6. Uses hot comb									
7. Uses hair curlers									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8. Cuts hair									
G. Uses deodorant.									
1. Applies deodorant									
2. Applies cologne or perfume									
H. Cares for nails.									
1. Cleans nails									
2. Trims fingernails									
3. Trims toenails									
4. Files fingernails									
5. Paints fingernails/toenails									
6. Removes nail polish									
7. Cares for cuticles									
I. Shaves.									
1. Uses a safety razor									
2. Cleans a safety razor									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Uses an electric razor									
4. Cleans an electric razor									
J. Menstruation Needs.									
1. Uses sanitary napkin									
2. Disposes of napkins properly									
7.06 HUMAN SEXUALITY									
A. Demonstrates understanding of the terms "public" and "private".									
1. Identifies the picture of a private place									
2. Identifies the picture of a public place									
3. Identifies the picture of the place it is OK to pick your nose									
4. Identifies the picture of the way it is OK to yawn									
5. Identifies the picture of the place where it is OK to scratch									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6. Identifies the picture of the place where it is OK to adjust your bra strap									
7. Identifies the picture of the place where it is OK to tuck your shirt									
8. Identifies the picture of the place where it is OK to comb your hair									
9. Identifies the picture of the appropriate place to brush teeth									
10. Identifies the picture of the appropriate place to cut toenails									
11. Defines a private place as one where other people cannot see you									
12. Defines a public place as one where other people can see you									

B. Demonstrates understanding of the terms "appropriate" and "inappropriate".

(11)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
1. Identifies the picture of the clothes that are OK to wear to work									
2. Identifies the picture of the clothes that are OK to wear to a dance									
3. Identifies the picture of the girl who is dressed OK for church									
4. Identifies the picture of the girl who is dressed OK for school									
5. Identifies the picture of the boy who is dressed OK for the workshop									
6. Identifies the picture of the girl who is dressed OK to watch TV with others in the group home									
7. Identifies the picture of the man who is dressed appropriately to take a woman out to dinner									
8. Identifies the picture of the woman who is dressed appropriately to have a job interview									

(12)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
9. Identifies the picture of the boy and girl who are behaving appropriately at the dance									
10. Identifies the picture of the girl who is appropriately meeting and greeting a new person									
11. Identifies the picture of the woman who is appropriately saying "good morning" to her boss or supervisor									
12. Identifies the picture of the boyfriend and girlfriend who are behaving appropriately in public									
13. Identifies the picture of the boyfriend and girlfriend who are behaving appropriately in private									
14. Discusses approaches from strangers									
C. Demonstrates knowledge of the human body									
1. Identifies the picture of a boy									

(13)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Identifies the picture of a girl									
3. Identifies the picture of an adult woman									
4. Identifies the picture of adult man									
5. Identifies the picture of a male									
6. Identifies the picture of a female									
7. Identifies the picture of a door he/she would go in									
a) Boys - Girls									
b) Men - Women									
c) Ladies - Gentlemen									
8. Identifies the person's									
a) Eyes									
b) Belly button									
c) Penis									
d) Pubic hair									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
9. Identifies the person's									
a) Legs									
b) Mouth									
c) Breast									
d) Vagina									
10. Labels parts of the body									
a) Belly button or navel									
b) Pubic hair									
c) Breast									
d) Penis									
e) Vagina									
f) Leg									
g) Eyes									

(15)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Demonstrates knowledge of sexual activity									
1. Answers the following correctly: "If you are just boyfriend and girlfriend, is it o.k. for you to									
a) Kiss in public?									
b) Hold hands in public?									
c) Have intercourse?									
d) Kiss in private?									
2. Identifies the picture of a boyfriend and girlfriend behaving appropriately in public									
3. Identifies the picture of the people "making love".									
4. Identifies the picture of the people having intercourse									
5. Answers the following correctly									
a) Is it o.k. for married people to have intercourse?									

(16)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
b) Is it o.k. for a girl to have intercourse with a stranger she meets at a dance?									
c) Is it o.k. for a boy to ask a girl to have intercourse the first time he meets her									
d) Is it o.k. for a girl to have intercourse with her father									
e) Is is o.k. for a boy to have intercourse with his mother?									
f) Is it o.k. for a boy to have intercourse with his little sister?									
g) Is it o.k. for you to have intercourse with someone if they pay you money?									
6. Defines "intercourse" as the insertion of the penis into the vagina									

(17)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
7. Indicates the picture of the person who is masturbating									
8. Indicates the picture of the place where it is o.k. to masturbate									
9. Defines masturbation as touching yourself in private parts of your body to make yourself feel good									
E. Demonstrates understanding of changes that come to boys and girls during puberty.									
1. Identifies the picture of an erect penis									
2. Defines an "erection" as when the penis gets stiff and becomes harder than usual									
3. Knows to go to a private place to either									
a) Readjust the penis in private, or									
b) If the time is appropriate, to masturbate and release those sperm inside the penis									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Will define a wet dream as a way of letting the sperm out of the body when the boy is sleeping									
5. (If boy) knows to use a Kleenex or toilet paper to wipe off sperm after masturbating or having a wet dream									
6. Will know what menstruation is and (if girl) will know how to care for herself a) Defines menstruation as blood coming from inside the girl from her vagina									
b) Marks calendar to determine menstrual cycle									
c) Identifies products used for personal care									
d) Knows how to use sanitary pads									
e) Follows hygiene procedures during menstruation									

(19)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
F. Demonstrates knowledge of birth control.									
1. Defines "birth control" as a method of preventing a woman from becoming pregnant									
2. Defines "contraceptive" as a birth control device									
a) Identifies major birth control devices: condom, foam, cream, diaphram, pill, IUD									
b) Recognizes advantages and disadvantages of various methods									
3. Defines sterilization as a permanent method of birth control									
a) Recognizes major methods of sterilization: tubal ligation, hysterectomy, vasectomy									
b) Understands this is irreversible									
c) Understands that the body itself is made incapable of conception									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Discusses a pelvic examination, how often a woman should have one, what a doctor does during the exam									
G. Identifies the symptoms and places to get assistance when given the label "V.D."									
1. Identifies the symptoms of syphillis and gonorrhea									
2. Discusses how one gets V. D.									
3. Identifies appropriate persons to go to if there is suspicion of V. D.									
4. Identifies a local V. D. clinic or community agency where there is assistance for V. D.									
5. Discusses use of a condom:									
a) Why it helps prevent V.D.									
b) How you put it on.									

(21)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
H. Understands the process of conception and pregnancy.									
1. Identifies internal reproductive body parts									
2. Discusses the process of ovulation, ejaculation, and fertilization									
3. Discusses the process of implantation, growth, and development									
4. Discusses the process of birth									
I. Knows what sexual misconduct is and knows differences between various misconduct acts									
1. Defines "sexual contact" as any touching of a person's private parts: breast, penis, vaginal area.									
2. Identifies a picture of a person being raped									
3. Defines rape as a man forcing a woman to have intercourse									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
a) Physical force (gun, knife, etc.)									
b) Female under 15 years old									
c) Female mentally incompetant									
d) Female under the influence of drugs or alcohol									
4. Identifies a picture of an anus									
5. Defines "sodomy" as a man putting his penis by force into the anus of another man or a woman									
6. Identifies sexual misconduct as any illegal acts, other than rape or sodomy such a approaching and asking someone in public to have intercourse, exposing oneself in public, or walking around nude in public									
7. Understands that there is no force or illegal act if the person consents and is over 18									

(23)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
J. Understands what constitutes homosexual activity									
1. Identifies picture of people engaged in homosexual activity									
2. Defines "homosexuality" as same sex lovemaking									
3. Discriminates between homosexuality and same sex friendship									
7.07 FIRST AID									
A. Learns rule to get assistance for emergency situations.									
B. Knows three ways to get help (takes to hospital, sends for help, calls for help).									
C. Identifies possible emergency situations.									
D. Treats minor cuts, wounds and burns.									
E. Names major items in a first aid kit.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
F. Demonstrates two ways to stop bleeding.									
G. Knows basic first aid procedures for poisoning and the steps in contacting the poison control center, hospital or doctor.									
H. Demonstrates general first aid procedures for an accident victim (injury, shock position).									
I. Demonstrates preventative measures to stop poisoning in the home.									
J. Demonstrates administering mouth to mouth resuscitation.									
K. Demonstrates correct procedures to assist choking victims.									
.08 HEALTH A. Plans an individual program to maintain fitness and weight. 1. Identifies ways in which nutrition relates to health									
2. Identifies ways in which exercise relates to health									

(25)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Participates regularly in an individual physical exercise program (jogging, walking)									
4. Discriminates between pictures showing good physical condition and poor physical condition (weight, posture)									
5. Evaluates own physical condition									
6. Develops a dietary plan to improve or maintain physical fitness									
B. Identifies and discusses the hazards of habit forming substances and other dangerous substances.									
1. Discusses the appropriate use of prescription drugs									
2. Discusses over-the-counter drugs and their possible misuse (laxatives, antacids, asprin)									
3. Discusses common drugs (amphetamines, alcohol, tobacco, marijuana									

(26)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Discusses the health hazards found when addiction occurs									
5. Identifies the drug information centers in the area									
6. Identifies substances that are dangerous to the lungs, skin or eyes if taken internally									
C. Recognizes common illnesses and health hazards.									
1. Identifies major symptoms of common illnesses (temperature, nausea, fatigue, diarrhea)									
2. Describes home treatments for common illnesses (diet, rest)									
3. Discusses health reasons for cleanliness									
4. Identifies common medicines found in the home and discusses possible uses									
5. Names some illnesses caused by overeating excessive amounts of certain foods									

(27)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6. Names foods eaten in the past 24 hours									
7. Locates resources for medical assistance									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-187

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

8.0 COMMUNITY LIVING

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8.01 MOBILITY									
A. Travels within one's own neighborhood.									
1. Locates own home									
2. Locates own block/road									
3. Indicates home address (verbally states address, presents card with address printed on it)									
4. Locates friends'/ neighbors' home									
B. Describes traffic rules and follows safety practices.									
1. Recognizes basic pedestrian and vehicle safety signs									
2. Reads basic pedestrian and vehicle safety signs									
3. Responds appropriately to signs									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Demonstrates knowledge of international signs and signals									
5. Recognizes international signs and signals									
6. Responds appropriately to international signs and signals									
7. Safely crosses streets									
a) Crosses controlled streets with stop signs									
b) Crosses streets without stop signs									
c) Crosses with traffic lights									
C. Respects property.									
1. Walks on sidewalks									
2. Refrains from damaging property									
D. Travels to destination.									
1. Identifies appropriate person to ask for assistance									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Uses maps and directories									
3. Asks appropriate questions when seeking assistance									
4. Follows the instructions									
5. Uses strategies when lost									
a) Identifies appropriate strategies to use when lost in a residential area									
b) Identifies appropriate strategies to use when lost in a downtown area									
c) Identifies appropriate strategies to use when lost in a rural area									
E. Uses various means of transportation.									
1. Rides automobiles									
a) Opens and closes vehicle doors									
b) Enters and exits vehicles									
c) Opens and closes vehicle windows									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
d) Rides in car appropriately									
e) Fastens and unfastens seat belts									
2. Rides bicycles									
a) Rides properly									
b) Rides appropriate places									
3. Rides buses									
a) Calls the LTD to obtain bus information									
b) Reads the LTD bus schedule for the time and place									
c) Independently maps out a bus schedule									
d) Arrives on time for bus									
e) Locates appropriate bus stop									
f) Counts out and presents bus fare									
g) Rides the bus alone									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
h) Arrives at the destination at the desired time.									
i) Exits bus at appropriate destination									
j) Effectively integrates schedules, maps, time, and time references									
k) Demonstrates appropriate bus behavior									
l) Asks appropriate persons, when lost, for help or use other appropriate measures									
m) Demonstarate effective strategies for dealing with abusive behaviors while in transit									
4. Rides taxi/dial-a-bus a) Obtains taxi/dial-a-bus by telephone or hand signal									
b) Indicates destination to driver									
c) Counts out and present fare									
d) Gives proper tip									(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
5. Rides transportation outside local area (trains, greyhound, airplanes)									
a) Stays with group in crowded area									
b) Makes reservations and buys ticket									
c) Asks for information									
d) Proceeds to departure area									
e) Leaves baggage with authorities and collects baggage									
f) Indicates destination and exits									
8.02 SAFETY									
A. Avoids danger									
1. Avoids strangers									
2. Avoids animals									
3. Avoids moving vehicles (avoids stepping in front of fire engines, ambulances, etc.)									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Avoids environmental dangers (construction areas, wiring, etc.)									
B. Uses phone to obtain assistance.									
1. Carries and uses personal/community emergency information									
2. Determines an emergency exists and obtains assistance									
3. Locates phone									
4. Locates number to call									
5. Dials number									
6. Communicates necessary information to person on phone									
C. Identifies and responds appropriately to emergencies									
1. Seeks and obtains assistance when lost									
2. Seeks and obtains police and fireman assistance									

(7)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Seeks and obtains aid for cuts/burns/bites									
8.03 UTILIZES COMMUNITY SERVICES									
A. Purchases medical services (doctor, dentist)									
1. Recognizes need to obtain medical service									
2. Makes appointment									
3. Arrives for appointment									
4. Displays appropriate behavior during medical visitation									
5. Pays for service									
6. Picks up necessary prescription and/or health remedies									
7. Follows medical prescription									
B. Purchases grooming services (barber, beauty parlor)									
1. recognizes need to obtain services									
2. Makes appointment									

(3)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Arrives for appointment									
4. Displays approprate behavior during visitation									
5. Pays bill									
C. Uses community business services									
1. Banks/credit unions									
2. Postal services									
3. Library services									
4. Laundromats									
5. Churches									
6. Museums									
D. Buys food at restaurants									
1. Preparation at home									
a) Makes reservation									
b) Obtains money and wallet									
c) Places money in wallet									

(9)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
d) Leaves home with money and wallet									
2. Preparation at restaurant									
a) Arrives at restaurant									
b) Gives name to hostess									
c) Waits to be seated									
d) Follows hostess to table									
e) Orders food									
3. Eating/drinking									
a) Uses appropriate silverware to eat food									
b) Utilizes napkin appropriately									
c) Passes food properly									
d) Eats with mouth closed									
e) Drinks liquids with minimal/or no spilling									
4. Preparation for leaving									
a) Leaves napkin, silverware on table									

(10)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
b) Tips waitress									
c) Leaves table									
d) Pays bill prior to leaving restaurant									
8.04 LEGAL MATTERS									
A. Complies with laws and rules in the community									
1. Lists or describes basic categories of local law and rules for home and community									
2. Lists or describes laws involving property									
3. Lists or describes laws involving traffic									
B. Identifies the consequences of violating laws or rules									
1. Identifies consequences in violating school rules									
2. Identifies consequences in violating home rules									
3. Identifies the consequences of violating community laws									

(11)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Describes the reason for government laws and rules for home and community									
5. Describes the roles and duties of local officials and authority figures for home, school and community									
C. Contracts									
1. States appropriate steps to take befo : signing a contract									
2. Asks an advisor to read it and answer questions									
3. Checks to see if all spaces are filled in									
4. Is aware of the three-day contract law									
5. Discusses the implications of signing a document									
D. Rights and Responsibilities									
1. Identifies basic civil rights									
2. Lists major responsibilities of a citizen (voting paying taxes, observing the law)									

(12)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
3. Discusses registration and voting procedures a) Voting requirements and procedures									
b) Importance of being an informed voter									
c) Sources that inform voters about election issues									
4. Discusses selective service procedures (who must register and where they must register									
5. Identifies rights and responsibilities of a person when questioned by law officials (basic rights and obligations when questioned by law officials, right to legal representation before questioning)									
6. Names sources where one can obtain legal aid									
7. Discusses the basic court system and procedures									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
8.05 TRANSITION FOR THE FUTURE									
A. Selects Housing									
1. Visits possible living situations									
2. Identifies personal or family housing requirements (space, location)									
3. Lists the advantages and disadvantages of different types of housing which are available in the community									
4. Knows procedures for renting a house or apartment									
5. Locates agencies which help the handicapped locate housing									
B. Uses social services									
1. Uses Vocational Rehabilitation									
2. Uses food stamps									
3. Uses Employment Office									
4. Uses CETA									
5. Uses Adult Family Services									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
6. Uses Supplemental Security Income									
7. Uses Children's Services									
8. Identifies appropriate advisors/advocates (Direction Services, ARC, family)									
C. Searches for a job									
1. Identifies the steps involved in searching for a job									
2. Identifies a potential job through employment resources (employment service, newspaper)									
3. Locates where to go in a business to apply for work									
D. Applies for a job									
1. Identifies appropriate job application procedures									
2. Collects personal data to be used for a job application									
3. Fills out pertinent information on a pocket-size personal data sheet									

(15)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
4. Completes a real or simulated job application form from data sheet									
5. Applies for a real or simulated job, both in person and by telephone									
6. Arranges a real or simulated job interview									
E. Interviews for a job									
1. Discriminates and demonstrates appropriate interview behaviors (e.g. dresses appropriately, arrives punctually, sits and speaks appropriately)									
2. Phones for an interview in response to an ad for a job									
3. Writes or gives a simple resume									
4. Asks for a letter of recommendation and understands its use									
5. Role plays a successful interview									
6. Follows up after interview with a thank-you to the employer									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE # _____

ES-188

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

9.0 LEISURE SKILLS

NAME _____

DATE OF BIRTH _____ - _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is inficated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
9.01 HOME LEISURE									
A. Engages in media-related activities.									
1. Watches television									
2. Listens to the radio									
3. Listens to stereo									
4. Looks at/reads newspapers									
5. Looks at/reads magazines									
6. Looks/at reads books									
B. Engages in games.									
1. Plays table games									
a) Cards (War, Concentration, Old Maid, Crazy Eights, Fish)									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
b) Puzzles									
c) Models									
d) Lotto games (Memory)									
e) Games of chance (Bingo)									
f) Checkers									
g) Board games (Sorry, Shoots and Ladders)									
h) Dice games (Yahtzee, Dominos)									
2. Plays active games a) Tag									
b) Relay races									
c) Hide and seek									
d) Miscellaneous (Red Rover, Mother, May I?, Green Light, Red Light)									

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Engages in home sports.									
1. Develops individual sports (running, horseshoes, weight-lifting, exercising, darts)									
2. Develops group sports (basketball, frisbee, baseball, croquet, badminton)									
3. Engages in hobbies.									
a) Develops music-related hobbies (music lessons, instruments)									
b) Develops needle crafts (embroidery, crocheting, rug hooking, weaving, knitting)									
c) Develops arts and crafts (painting, clay)									
d) Uses tools (gardening, woodworking)									
D. Engages in home social activities.									
1. Entertains friends, guests									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
2. Converses with family, friends, guests									
3. Entertains self (relaxes, sunbathes, sits on porch, takes walks)									
9.02 SCHOOL LEISURE									
A. Attends school spectator sports (football, baseball, basketball games).									
B. Participates in sports.									
1. Engages in school activities (PE class activities, recess)									
2. Participates in after-school activities (intermurals, competitive teams)									
C. Attends school functions (concerts, assemblies, club meetings, plays, dances).									
D. Participates in school functions (programs, dances, etc.).									
E. Engages in proper social/leisure behavior in various school settings, as defined by the situation (lounge, halls, auditorium, snack shop, library).									

( )

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
9.03 COMMUNITY LEISURE									
A. Attends spectator sports within the community (professional hockey games, university football games, little league baseball games).									
B. Participates in sports within the community.									
1. Engages in individual activities (horseback riding, iceskating, fishing, kite flying, swimming)									
2. Engages in group activities, (camping, ping pong, billiards, bowling, tennis, etc.)									
C. Attends community functions (concerts, plays, movies, potlucks, picnics, community classes, church activities).									
D. Participates in community functions (youth groups, camp groups, parks and recreation activities, YWCA/YMCA classes).									

(5)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Material
E. Engages in proper social/leisure behavior in community settings as defined by the situation (museums, parks, art galleries, swimming pools, libraries, taverns, restaurants, stores, zoos)									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE # _____

ES-189

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

10.00 PRE-VOCATIONAL SKILLS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
10.01 FOLLOWS DIRECTIONS									
A. Follows simple directions.									
B. Performs a series of tasks in response to verbal instructions.									
C. Performs a series of tasks in response to written instructions/diagrams									
10.02 COMMUNICATES EFFECTIVELY									
A. Requests assistance when instructions, task or procedures are not clearly understood.									
B. When situations allow, paraphrases directions given verbally.									
C. Uses appropriate time and setting for social verbal interactions.									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
10.03 MAINTAINS PERSONAL HYGIENE									
A. Demonstrates the rules of socially acceptable hygiene behavior (picking, scratching, etc.).									
B. Dresses in a manner appropriate to the prevocational training environment.									
C. Maintains an acceptable level of hygiene for the prevocational site.									
10.04 USES MANUAL DEXTERITY									
A. Grasps objects.									
B. Releases objects.									
C. Opens and closes containers.									
D. Engages in tasks requiring matching.									
E. Engages in tasks requiring sorting.									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
F. Engages in assembly tasks.									
1. Completes two-step assembly									
2. Completes three-step assembly									
3. Completes multi-step assembly									
G. Engages in packaging tasks.									
H. Engages in tasks requiring the use of machines, tools, or other materials.									
I. Uses tools and machines appropriately.									
1. Selects tool appropriate to given task									
2. Operates tool in a safe manner									
3. Uses physical force appropriate to tool and task									
4. Demonstrates proper care, maintenance and storage of tools									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
10.05 DEMONSTRATES BALANCE AND COORDINATION									
A. Uses hands and arms in a coordinated fashion as well as maintaining body equilibrium while walking or climbing.									
B. Demonstrates satisfactory balance and coordination on work tasks.									
C. Identifies jobs which are realistic in terms of her/his own physical capabilities.									
10.06 EXHIBITS STAMINA AND ENDURANCE									
A. Works for the allotted time without tiring excessively.									
B. Performs satisfactorily for a pre-determined work task.									
C. Identifies jobs where endurance is critical.									
10.07 DEMONSTRATES ATTENDANCE AND PUNCTUALITY									
A. Arrives at the prevocational training site at a preselected time.									

(4)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Maintains a time card at the prevocational training site.									
C. Establishes a consistent record of attendance.									
D. Telephones the prevocational trainer at least one hour prior to reporting time when absent.									
E. Gives acceptable reasons for absences from prevocational training session (illness, family, emergencies).									
F. Observes schedules by following established procedures and time allocation for breaks and lunch.									
10.08 DEMONSTRATES ON-SITE PROCEDURES									
A. Prepares for work.									
B. Identifies potential safety hazards on the job (slippery floors, cluttered stairways, toxic chemicals, moving machinery).									
C. Follows safety instructions while on the job (wears rubber gloves, protective goggles).									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
D. Maintains a clean and clutter-free work area.									
E. Requests assistance when unsure or task.									
F. Cleans up work area.									
G. Identifies key areas at training site (time clock, entrance, toilet, office).									
10.09 WORKS AT A SATISFACTORY RATE									
A. Attends to task.									
B. Performs at a satisfactory rate required for specific jobs.									
C. States the reasons that a job must be performed at a certain rate of speed (production, quotas, deadlines).									
10.10 ACCEPTS SUPERVISION									
A. Defines the responsibilities of supervisors.									

(6)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Completes a job following supervisory instructions.									
C. Accepts constructive criticism in an acceptable manner.									
10.11 WORKS WITH OTHERS A. Works cooperatively with others to achieve a goal.									
B. Works in an independent but parallel task.									
C. Participates in a production task involving at least one other person.									
D. Exhibits proper behavior while working.									
10.12 MEET DEMANDS FOR QUALITY/QUANTITY STANDARDS A. Discriminates between acceptable and unacceptable quality/quantity.									
B. Identifies the reasons for quality/quantitiy standards for various jobs (protect the consumer, function of the product).									

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
C. Performs work tasks to at least the minimum quality/quantity standards or shows consistant gains in quality/quantity.									
D. Independently locates and completes tasks when the current task is completed and the supervisor is not available.									
3 COPES WITH PROBLEMS IN THE WORK SETTING									
A. Identifies potential problems to be encountered from the job.									
B. Identifies potential methods for dealing with these identified problems.									
C. Identifies resources for assistance if problems cannot be personally resolved.									
D. Identifies at least 3 major reasons workers lose their jobs.									
10.14 UNDERSTANDS UNEMPLOYMENT BENEFITS									
A. States the basic rules involving unemployment compensation (waiting period, regular sign-ups).									

(8)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
B. Travels to the employment office.									
10.15 OBTAINS PERMITS AND LICENSES REGARDING EMPLOYMENT A. States the employee's rights to have safe work conditions, breaks, number of hours worked in a day, overtime, minimum wage.									
B. Obtains a work permit if needed.									
C. Obtains a social security card.									
D. Obtains a food handler's card if needed.									
E. Obtains a driver's license.									

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-190

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

11.0 CAREER AWARENESS

NAME _____

DATE OF BIRTH _____

Evaluation Procedure and Mastery Criteria The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.	Mastered in Initial Assessment: (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
11.01 IDENTIFIES CAREER CLUSTER JOBS									
A. Identifies 4 (four) vocational clusters.									
B. Relates to general job categories (white vs. blue collar, service vs. production, skilled vs. unskilled).									
C. Describes training requirements and wages which are related to common job classifications or clusters.									
11.02 SETS VOCATIONAL GOALS AND MAKES DECISIONS									
A. Relates personal aptitudes to the aptitudes necessary in the performance of various jobs (speed, accuracy, manual dexterity, reading ability).									
B. Generates a list of jobs which are reinforcing to the individual (money, pleasant working conditions, things the student enjoys doing).									

(1)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies		Materials
C. Identifies a preferred working environment.										
D. Selects one vocational area and gathers information about that particular vocation by reading, films, field trips, work samples and work experience.										
11.03 IDENTIFIES OCCUPATIONAL OPPORTUNITIES										
A. Locates sources of information about local employment opportunities.)										
B. Utilizes the sources of information about employment opportunities (reads want ads, meets with placement specialists).										
C. Describes differences in employment opportunities in varying localities (rural versus urban, small versus large cities).										
D. Lists 3 places of local employment specific to student needs.										

(2)

NAME _____

	Mastered in Initial Assessment (Indicate date tested)	Long Term Goal	Short Term Objective	Start Date	Goal Date	Date Mastered	Initial of Responsible Person	Strategies	Materials
11.04 IDENTIFIES SOURCES OF OCCUPATIONAL INFORMATION									
A. Identifies sources of occupational information (Occupational Outlook Handbook, guidance counselor, employment service).									
B. Identifies the kinds of information provided by each source.									
C. Utilizes occupational information sources to obtain information specific to a particular job.									

(3)

APPENDIX A

Statement of Philosophy

(pages A-1 through A-3)

VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS

PHILOSOPHY STATEMENT

School District 4J shall insure that all special needs students have available to them an appropriate career, pre-vocational, vocational, and living skills program that will maximize the students' opportunity for employment, independent living and/or transitioning into services provided by other community agencies. Career Education, Vocational Education, Center - English Language and Culture, and Special Education will jointly develop and provide this program.

A model that is developed in Eugene should meet the following criteria:

- A sequence of career development components that a student might pass through (e.g., pre-vocational training, living skills training, vocational training, work experience placement, academics, career exploration and social skills training).
  - description
  - expected outcomes
  - prerequisite skill requirement
  - internal sequence of skills
- An agreed upon assessment procedure to determine student's specific skills, knowledge, interest and aptitude and how these shall be used to develop an individual program.
- A process of long and short term planning be included for each student.
- Utilize the regular vocational and career education to the extent appropriate (e.g., evaluate the regular programs in terms of a career ladder in order to be able to determine when a handicapped student can enter, reach mastery and exit).
- Be developed so that it can be and remain responsive to job market information and feed back from the work world beyond school.
- Allow for transition into the community (employment, services, living).
- Be data based to ensure that appropriate decisions are made, monitoring occurs, and the mastery is met.
- Parents and/or students will be involved in making all individual student decisions.

PLANNING

The development of a prioritized set of short-term objectives and long-range goals based on assessment data. The plan includes an outline of resources, who is responsible, time lines for implementation, and a monitoring procedure.

PRE-VOCATIONAL SKILLS

The development of general skills and attitudes needed prior to placement in vocational education/training and in work situations.

General areas:

1. personal hygiene
2. attendance/punctuality
3. interviewing skills
4. mobility
5. using evaluation to improve
6. employer/employee relationships
7. knowledge of unemployment assistance
8. laws relating to employment
9. renumeration
10. meeting demands for quality
11. working with others
12. awareness of safety needs
13. work habits
14. physical, manual and sensory coordination and stamins
15. tool sense (identification, use of)
16. discrimination

PRE-WORK SKILLS

The development of skills necessary for actual work placements which include the following:

1. independent travel
2. attendance and punctuality
3. hygiene
4. orienting to a new environment
5. identifying safety needs
6. communicating effectively
7. work habits
8. physical and manual skills
9. coping skills

SOCIAL SKILLS

The development of independence, self confidence, and socially acceptable behavior necessary for identifying and maintaining various role relationships.

General skill areas:

1. self awareness
2. self confidence
3. socially responsive behavior
4. good interpersonal relationship
5. independence
6. problem-solving skills
7. communication skills

TRANSITION

An ongoing process linking the student and family to community agencies, service providers, employment, living situations, continuing education, recreation and leisure, and transportation to provide for optimum independence, adjustment and continued personal development. The transition includes the transfer of responsibility from school to other service providers as necessary.

VOCATIONAL EDUCATION

A program leading to job entry and/or further specialized training following high school. Vocational education programs provide education in a broad family of related occupations. Training: Prepares student for job entry into a single occupation.

WORK EXPERIENCE

Placements on jobs for the following reasons: exploration, on the job training, cooperative training, acquisition and application of basic work and employability skills, community awareness, employer education and parental awareness. Work experience also provides assessment information which can be used in further planning and transition.

APPENDIX B

Glossary of Definitions

(page B-1)

DEFINITIONS

ACADEMIC INSTRUCTION

Instruction in basic skills (e.g., reading, math, writing) and the application of basic skills (e.g., history, science, geography). In this area it is insured that graduation requirements are met to the extent possible.

ASSESSMENT

A combination of observational and objective, data-based evaluation of skills, experiences, knowledge, interests and aptitudes which yields an analysis of current level of functioning and an estimation of realistic expectations usable in planning a program.

CAREER DEVELOPMENT

Instruction in the three following areas:

1. The understanding of self, of employment opportunities and of career planning
2. Factors contributing to vocational and avocational satisfaction
3. Recreation and leisure

LIVING SKILLS

The development of skills and knowledge necessary for living as independently as possible.

General skill areas:

1. Home living
   a. food
   b. clothing
   c. home maintenance
   d. adaptations

2. Personal/Social
   a. post-school adjustment
   b. self-knowledge
   c. community knowledge

3. Human Ecology
   a. health (including hygiene)
   b. first aid
   c. reproduction

4. Community living
   a. finances
   b. mobility
   c. consumer skills
   d. community services

5. Leisure and Recreation

APPENDIX C

Data Keeping Form

(page C-1)

Name: _____

Skill Area: _____

Objective (including criteria): _____

Mark level of assistance for each step:
I Independent
NV Nondirective verbal cue
V Verbal Cue
M Model plus verbal cue
P Physical Assist

Count total number of steps marked I for on day and circle that number to make a graph.

TASK ANALYSIS	Date														
	Time on Task														
	Inst. Initials														
18. _____		18	18	18	18	18	18	18	18	18	18	18	18	18	18
17. _____		17	17	17	17	17	17	17	17	17	17	17	17	17	17
16. _____		16	16	16	16	16	16	16	16	16	16	16	16	16	16
15. _____		15	15	15	15	15	15	15	15	15	15	15	15	15	15
14. _____		14	14	14	14	14	14	14	14	14	14	14	14	14	14
13. _____		13	13	13	13	13	13	13	13	13	13	13	13	13	13
12. _____		12	12	12	12	12	12	12	12	12	12	12	12	12	12
11. _____		11	11	11	11	11	11	11	11	11	11	11	11	11	11
10. _____		10	10	10	10	10	10	10	10	10	10	10	10	10	10
9. _____		9	9	9	9	9	9	9	9	9	9	9	9	9	9
8. _____		8	8	8	8	8	8	8	8	8	8	8	8	8	8
7. _____		7	7	7	7	7	7	7	7	7	7	7	7	7	7
6. _____		6	6	6	6	6	6	6	6	6	6	6	6	6	6
5. _____		5	5	5	5	5	5	5	5	5	5	5	5	5	5
4. _____		4	4	4	4	4	4	4	4	4	4	4	4	4	4
3. _____		3	3	3	3	3	3	3	3	3	3	3	3	3	3
2. _____		2	2	2	2	2	2	2	2	2	2	2	2	2	2
1. _____		1	1	1	1	1	1	1	1	1	1	1	1	1	1

APPENDIX D

Suggested Grade Levels for Introduction of Skills

(pages D-1 through D-3)

SUGGESTED GRADE LEVELS FOR INTRODUCTION OF SKILLS

Key: I = Introduced
C = Continued

	Elem School	Mid School	High School
1.0 PRE-LANGUAGE SKILLS -			
1.01 Cognitive Development	I	C	
1.02 Receptive Communication	I	C	
1.03 Expressive Communication	I	C	
2.0 PRE-INSTRUCTIONAL RESPONSE SKILLS -			
2.01 Responds to Auditory and Visual Stimuli	I	C	
2.02 Imitates Motor Movements	I	C	
2.03 Follows Instructional Commands	I	C	
2.04 Follows Three Component Commands	I	C	
2.05 Follows Sequenced Commands	I	C	
2.06 Responds in a Group with Identity Statements	I	C	
2.07 Responds in a Group with Action Statements	I	C	
3.0 ACADEMIC READINESS SKILLS -			
3.01 Identifies Objects, Pictures, Actions, Body Parts	I	C	C
3.02 Identifies According to Attribute	I	C	C
3.03 Classifies According to Categories	I	C	C
3.04 Sequences Events or Steps in a Process	I	C	C
3.05 Demonstrates Knowledge of Concepts	I	C	C
4.0 FUNCTIONAL ACADEMIC SKILLS -			
4.01 Reads-Sight Words	I	C	C
4.02 Reads-Decoding Skills	I	C	C
4.03 Reads-Comprehension Skills		I	C
4.04 Spells	I	C	C
4.05 Writes	I	C	C
4.06 Arithmetic-Preskills	I	C	
4.07 Arithmetic Application	I	C	C
4.08 Arithmetic-Measurement	I	C	C
4.09 Time	I	C	C
4.10 Money	I	C	C
5.0 SOCIAL SKILLS -			
5.01 Classroom Behaviors	I	C	C
5.02 General School Behaviors	I	C	C
5.03 Initiating Behaviors	I	C	C
5.04 Responding Behaviors	I	C	C
5.05 Bathroom Behavior	I		
5.06 Bus Behavior	I	C	
5.07 Hall Behavior	I	C	
5.08 Playground and/or Breaktime	I	C	C
5.09 Lunchroom Behavior	I	C	
5.10 Coping with Feelings		I	C
5.11 Alternatives to Agression	I	C	C
5.12 Management of Stress	I	C	C
5.13 Organization and Planning Behaviors		I	C

	Elem School	Mid School	High School
6.0 HOME LIVING SKILLS			
6.01 Food-Preparation Planning Skills		I	C
6.02 Food-Kitchen Utensils and Appliance Skills		I	C
6.03 Food Pre-Cooking Skills		I	C
6.04 Food Cooking Skills		I	C
6.05 Food-Table Etiquette Skills	I	C	C
6.06 Shopping-Groceries			I
6.07 Shopping-Clothes			I
6.08 Shopping-General Skills			I
6.09 Cleans and Maintains Clothing			I
6.10 Home Maintenance			I
6.11 Safety Skills		I	C
6.12 Money Management			I
6.13 Telephone Skills	I	C	C
7.0 PERSONAL CARE SKILLS			
7.01 Toileting	I	C	
7.02 Feeding	I	C	
7.03 Eating	I	C	C
7.04 Dressing	I	C	
7.05 Hygiene	I	C	C
7.06 Human Sexuality		I	C
7.07 First Aid		I	C
7.08 Health	I	C	C
8.0 COMMUNITY LIVING SKILLS			
8.01 Mobility	I	C	C
8.02 Safety	I	C	C
8.03 Utilizes Community Services		I	C
8.04 Legal Matters		I	C
8.05 Transition for the Future			I
9.0 LEISURE SKILLS			
9.01 Home Leisure			I
9.02 School Leisure		I	C
9.03 Community Leisure		I	C
10.0 PRE-VOCATIONAL SKILLS			
10.01 Follows Directions	I	C	C
10.02 Communicates Effectively	I	C	C
10.03 Maintains Personal Hygiene	I	C	C
10.04 Uses Manual Dexterity	I	C	C
10.05 Demonstrates Balance and Coordination	I	C	C
10.06 Exhibits Stamina and Endurance	I	C	C
10.07 Demonstrates Attendance and Punctuality	I	C	C
10.08 Demonstrates On-Site Procedures			I
10.09 Works at a Satisfactory Rate	I	C	C

10.0 PRE-VOCATIONAL SKILLS (CONT.)	Elem. School	Mid School	High School
10.10 Accepts Supervision			I
10.11 Works with Others	I	C	C
10.12 Meets Demands for Quality/Quantity Standards			I
10.13 Copes with Problems in the Work Setting			I
10.14 Understands Unemployment Benefits			I
10.15 Obtains Permits and Licenses Regarding Employment			I
11.0 CAREER AWARENESS			
11.01 Identifies Career Cluster Jobs			I
11.02 Sets Vocational Goals and Makes Decisions			I
11.03 Identifies Occupational Opportunities			I
11.04 Identifies Sources of Occupational Information			I

APPENDIX E

Home Evaluation of Skills

(pages E-1 through E-3)

NAME _____

INSTRUCTIONAL SKILLS

	Home	Classroom	Free time	P. E.	Workshop	Evaluation	Crew	Other	COMMENTS
1.0 PRE-LANGUAGE SKILLS -									
1.01 Cognitive Development									
1.02 Receptive Communication									
1.03 Expressive Communication									
2.0 PRE-INSTRUCTIONAL RESPONSE SKILLS -									
2.01 Responds to Auditory and Visual Stimuli									
2.02 Imitates Motor Movements									
2.03 Follows Instructional Commands									
2.04 Follows Three Component Commands									
2.05 Follows Sequenced Commands									
2.06 Responds in a Group with Identity Statements									
2.07 Responds in a Group with Action Statements									
3.0 ACADEMIC READINESS SKILLS -									
3.01 Identifies Objects, Pictures, Actions, Body Parts									
3.02 Identifies According to Attribute									
3.03 Classifies According to Categories									
3.04 Sequences Events or Steps in a Process									
3.05 Demonstrates Knowledge of Concepts									
4.0 FUNCTIONAL ACADEMIC SKILLS -									
4.01 Reads-Sight Words									
4.02 Reads-Decoding Skills									
4.03 Reads-Comprehension Skills									
4.04 Spells									
4.05 Writes									
4.06 Arithmetic-Preskills									
4.07 Arithmetic Application									
4.08 Arithmetic-Measurement									
4.09 Time									
4.10 Money									

INSTRUCTIONAL SKILLS (continued)

	Home	Classroom	Free time	P. E.	Workshop	Evaluation	Crew	Other	COMMENTS
5.0 SOCIAL SKILLS -									
5.01 Classroom Behaviors									
5.02 General School Behaviors									
5.03 Initiating Behaviors									
5.04 Responding Behaviors									
5.05 Bathroom Behavior									
5.06 Bus Behavior									
5.07 Hall Behavior									
5.08 Playground and/or Breaktime									
5.09 Lunchroom Behavior									
5.10 Coping with Feelings									
5.11 Alternatives to Agression									
5.12 Management of Stress									
5.13 Organization and Planning Behaviors									
6.0 HOME LIVING SKILLS									
6.01 Food-Preparation Planning Skills									
6.02 Food-Kitchen Utensils and Appliance Skills									
6.03 Food Pre-Cooking Skills									
6.04 Food Cooking Skills									
6.05 Food-Table Etiquette Skills									
6.06 Shopping-Groceries									
6.07 Shopping-Clothes									
6.08 Shopping-General Skills									
6.09 Cleans and Maintains Clothing									
6.10 Home Maintenance									
6.11 Safety Skills									
6.12 Money Management									
6.13 Telephone Skills									
7.0 PERSONAL CARE SKILLS									
7.01 Toileting									
7.02 Feeding									
7.03 Eating									
7.04 Dressing									
7.05 Hygiene									
7.06 Human Sexuality									
7.07 First Aid									
7.08 Health									

INSTRUCTIONAL SKILLS (continued)

	Home	Classroom	Free time	P. E.	Workshop	Evaluation	Crew	Other	COMMENTS
8.0 COMMUNITY LIVING SKILLS									
8.01 Mobility									
8.02 Safety									
8.03 Utilizes Community Services									
8.04 Legal Matters									
8.05 Transition for the Future									
9.0 LEISURE SKILLS									
9.01 Home Leisure									
9.02 School Leisure									
9.03 Community Leisure									
10.0 PRE-VOCATIONAL SKILLS									
10.01 Follows Directions									
10.02 Communicates Effectively									
10.03 Maintains Personal Hygiene									
10.04 Uses Manual Dexterity									
10.05 Demonstrates Balance and Coordination									
10.06 Exhibits Stamina and Endurance									
10.07 Demonstrates Attendance and Punctuality									
10.08 Demonstrates On-Site Procedures									
10.09 Works at a Satisfactory Rate									
10.10 Accepts Supervision									
10.11 Works with Others									
10.12 Meets Demands for Quality/Quantity Standards									
10.13 Copes with Problems in the Work Setting									
10.14 Understands Unemployment Benefits									
10.15 Obtains Permits and Licenses Regarding Employment									
11.0 CAREER AWARENESS									
11.01 Identifies Career Cluster Jobs									
11.02 Sets Vocational Goals and Makes Decisions									
11.03 Identifies Occupational Opportunities									
11.04 Identifies Sources of Occupational Information									

APPENDIX F

IEP Management and Guide Teacher Responsibilities

(pages F-1 through F-3)

IEP MANAGEMENT

IEP management is the responsibility of the guide teacher. The following steps are followed:

1. The guide teacher reviews the IEP and determines which short term objectives will be taught. This information is recorded on the Report Form and given to the crew supervisor by the 20th of each month. (See sample Report Form)

2. The site trainer or instructor is responsible to know which objectives are to be taught to each student, to teach those objectives, to evaluate them, and to return the completed Report Forms to the crew supervisor who will summarize them and give them to the secretary by the 15th of the following month.

3. The secretary receives the Report Forms and records on a master chart that they are complete.

4. The secretary returns the Reports to the guide teacher who summarizes them by the 25th of the month, the secretary sends a copy home to the parents and files a copy with the IEP.

5. At the end of each trimester, the reports are recorded on the IEP by the guide teacher.

RESPONSIBILITIES OF GUIDE TEACHERS

Guide teachers have been assigned to each student to insure that all parts of the student's day match the IEP. The following items are the responsibilities of the Guide teacher.

1. Scheduling and conducting meetings:

   Annual reviews
   IEP meetings
   Staffings
   Parent sharing
   Other

   This responsibility includes contacting people who need to attend, establishing a time and place, determining the agenda, and keeping the meeting on schedule.

2. Maintaining the IEP's:

   This responsibility includes insuring that all instructors have a list of current objectives, that monthly data is gathered from all instructors, that the data is reported to parents and that the data is recorded on the IEP at the end of the trimester.

3. Coordinating student instruction

   This responsibility includes insuring that all student schedule

changes and instruction match IEP objectives, that needed assessments occur and that the information from the assessments is shared with staff members and parents.

4. Solving all problems related to each student.

Report Form

IEP - Pre-Voc Skills - 10.00

Name_____ Site_____ Date_____

Guide/Teacher_____

Evaluation Procedure_____

Mastery Criteria_____

#					
10.01	Follows Directions	____	10.08	Demo. On-Site Procedures	____
10.02	Communicates Effectively	____	10.09	Works at Satisfactory Rate	____
10.03	Maintains Personal Hygiene	____	10.10	Accepts Supervision	____
10.04	Uses Manual Dexterity	____	10.11	Works With Others	____
10.05	Demo. Balance/Coord.	____	10.12	Meets Quality/Quantity	____
10.06	Exhibits Stamina/Endurance	____	10.13	Copes with Problems at Work	____
10.07	Demo. Attendance/Punctuality	____			

Comments:

#	
____	_____
____	_____
____	_____
____	_____

er:_____

APPENDIX G

Tests to Match Self Contained Curriculum Academic Skills 4.0

(pages T-1 through T-14 and S-1 through S-40)

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

TESTS TO MATCH SELF CONTAINED CURRICULUM - Academic Skills 4.0

4.01 Sight Words

Use the following rating scale for assessment and write the scale on the IEP:

3 - Student can read and express meaning/function of sight word in community settings.

2 - Student can read and express meaning/function of sign/word from picture.

1 - Student can read (decode) word from flash card or list of printed words as on IEP.

Instructions:

Indicate current level of mastery (i.e. 3, 2, 1) in column marked "mastery in initial assessment".

4.02 Decoding Skills

Items A.1-40:

Test off IEP.

Items B.1-14:

Use corresponding probe sheets.

Use minimum sample of 5 items, mastery should be 80% or better.

Timing is not necessary.

Items C. & D.:

Specify materials used.

4.03 Comprehension Skills

Item A.:

Relates to illustrations in reading materials being used.

Items B., C., D.:

Relate to reading materials being used.

4.04 Spells

Use application form 4.04 (provided).

4.05 Writes

Item A.:

Teacher observation.

4.05 Wrties (cont.)

Item B.1-4:

Use task sheets in packet.

Item C.:

Instructions for Numeral Writing Survey

Part A

1. Give student (folded at half line) test paper and pencil.
2. Teacher dictates numerals to student:

   a.) "Listen, 7. What number?" 7

   b.) "Yes, write a 7." (Student writes numeral.)
3. Repeat a. & b. for numerals: 3, 9, 5, 2, 0, 4, 1, 8, 6. If student cannot form any numeral from dictation go to Part B (copying).

Part B

1. Teacher points to missed numeral and says "What number?" (Student identifies numeral.)
2. Teacher says, "Yes 4. Write a 4 on the line."
3. Repeat 1. & 2. with remaining missed numerals. If student cannot copy a numeral go to Part C (tracing).

Part C

1. Teacher points to missed numeral and says, "This is 4. What number?" 4
2. Teacher says, "Yes 4. Start here (pointing to 4) and draw the 4." (Student traces numeral.)
3. Repeat 1. & 2. with remaining missed numerals.

Items D.-G.:

Use handwriting survey from program currently used in classroom.

Items H.-N., Q.:

Use application form in this packet.

Items O., P., R., & S.:

Teacher observation.

4.05 Writes (cont.)

Item T.

Use task sheet in this packet

Item U.1-7.:

Teacher dictates the following sentences to students:

1. He ran three miles.
2. Have you seen Bob's shoes?
3. Where was U.S. Grant born?
4. Mr. and Mrs. Smith will be here today.
5. My friend Dan lives in Eugene, Oregon.
6. Is Miss Hall your teacher?
7. Dr. Reed drives a red car.

Note: The following suggested spelling list should be displayed on an overhead projector or chalkboard.

bob's	smith
u.s. grant	eugene
miss hall	reed

4.06 Arithmetic Preskills

Item A.:

Teacher uses objects found in classroom.

Item B.1.:

Teacher places a row of 2-6 cups in front of student and gives student corresponding number of objects (blocks, crayons, etc.). Teacher says, "Put an object in each cup."

Item B.2.:

(Use task sheet in this test.) Teacher places task sheet and 8-10 crayons/pencils in front of student and says, "Put one crayon/pencil on each line."

Item B.3.:

(Use task sheet in this test.) Teacher places task sheet in front of student and says, "You are going to draw a line to match the lines in this column (teacher points to lines on left) with the correct number of lines in the other column (teacher points to lines on right)."

Item B.4.:

(On task sheet with B3.) Teacher gives student the task sheet and says, "Look at these lines, (teacher points to lines on top). You're going to fix-up the bottom so that you have the same number of lines."

Items C.1.a.-e.:

Teacher says, "You're going to count and end up with X. Start with one." Teacher varies X as indicated on IEP sequence.

Items C.2.a.-e.:

Teacher says, "You're going to count and end up with X. You have X. Get it going." or "You're going to count forward and stop at X. Start with X." Teacher varies X as indicated on IEP sequence.

Items D.1.a.-e.:

Teacher places 1-100 objects (see IEP sequence) in front of student and says, "When I touch it you count."

Item D.2.:

Teacher says, "I'll clap and you count each time I clap." Teacher varies number of claps as indicated on IEP sequence.

Items D.3.a.-e.:

Teacher places 1-100 objects in front of student and says, "Touch and count all the objects."

Items D.4.a.-e.:

(Use task sheet.) Teacher places task sheet in front of student and says, "Touch and count X lines." Teacher varies X as indicated on IEP sequence.

4.06 Arithmetic Preskills (cont.)

Items E.1.-11.:

(Use task sheet or teacher-made flash cards.) Teacher places task sheet in front of student and says, "When I touch it you tell me what it is."

Items F.1.-3.:

Use application form (4.04 - 4.05).

Items G.1.-5.:

Use Arithmetic Pre-skills Survey in this packet.

Items: H.1.-5.:

See task sheets in this packet.

Items I.1.-4.:

(Use task sheet in this packet or teacher-made flash cards.) Teacher places task sheet in front of student, points to a numeral and says, "What number?"

Items J.1.-4.:

Teacher dictates numbers to student from "I" task sheet.

Item K.:

See task sheet in this packet.

Items L.

See task sheet in this packet.

Items M.

See task sheet.

Items N.1.-8.:

See task sheet.

Item O.:

See task sheet.

Item P.:

See task sheet.

Items Q., R., S.:

Teacher observation based on math strategies taught.

4.07 Arithmetic Application

Items A.-J.:

Use attached task sheets.

4.08 Arithmetic Measurements

Items A.-C.:

Use instruments and have student measure or use attached forms.

Items D.-H.:

Teacher observation of students using instruments indicated.

4.09 Time

Item A.1.:

Teacher asks:

When do you go to bed?

When do you eat breakfast?

When do you get out of bed?

When do you eat dinner?

When do you eat lunch?

When do you go to school?

Items A.2-8.:

Teacher asks questions corresponding to items 4.09 A.2.-8. on skill sequence (i.e. name the months in a year) using IEP as checklist.

Items B.1.a-c.:

Teacher asks questions corresponding to items 4.09 B.1.a.-c. on skill sequence using IEP as checklist.

Items B.2-5.:

See task sheets.

4.10 Money

Use attached forms 4.10 A.-R.

Items A.1-4.: Materials needed: penny, nickel, dime, quarter.

A.1.

Place coins, one at a time in front of student, in random order.

Ask the student "What is the name of this coin?"

P_____ N_____ D_____ Q_____

4.10 Money (cont.)

A.2.

Place coins in front of child, one at a time. Present coins in random order.

For each coin ask, "How many cents is this coin worth?"

P_____ N_____ D_____ Q_____

A.3.

Place all 4 coins in front of student, in random order.

Ask the student to arrange the coins in order of value.

A.4.

Give student 2 or more of the above coins in different combinations.

Ask student which coin is worth more. (Needs 100% accuracy over 5 trials to pass item.)

Items B.1-4.: Materials needed: 1, 2, 5, 10, and 20 dollar bill.

B.1.

Place 1, 2, 5, 10, and 20 dollar bill in front of child in random order.

Ask for each bill, "What is it?"

B.2.

Place 1, 2, 5, 10, and 20 dollar bill in fron of child in random order.

Ask for each bill, "How much is this worth?"

B.3.

Place all of the above bills in front of student in random order.

Ask the student to arrange the bills in order of value.

4.10 Money (cont.)

B.4.

Give student 2 or more of the above bills in different combinations.

Ask the student which bill is worth more. (Needs 100% accuracy over 5 trials to pass item.)

Items C.1-7.: Materials needed: 20 pennies, 15 nickels, 10 dimes, and 4 quarters. 5 one dollar bills, 5 two dollar bills, and 5 five dollar bills.

C.1.

Place 20 pennies in front of student.

Ask the student to count out 9¢.

Ask the student to count out 17¢.

C.2.

Place 15 nickels in front of student.

Ask the student to count out 25¢.

Ask the student to count out 60¢.

C.3.

Place 10 dimes in front of student.

Ask the student to count out 40¢.

Ask the student to count out 80¢.

C.4.

Place 4 quarters in front of the student.

Say "Count out 75¢."

Ask the student to count out 50¢.

C.5.

Place 5 one dollar bills in front of the student.

Ask the student to count out $2.

Ask the student to count out $4.

4.10 Money (cont.)

C.6.

Place 5 two dollar bills in front of the student.

Ask the student to count out $4.

Ask the student to count out $8.

C.7.

Place 5 five dollar bills in front of the student.

Ask the student to count out $10.

Ask the student to count out $20.

Items D.1.,2.,3.:

Place 2 dimes, 1 quarter, and 2 nickels in front of student.

Ask the student to count the coins and tell you how much there is. (55¢)

Do the same with 2 pennies, 2 quarters, 1 nickel, 3 dimes. (87¢)

Items E.1.,2.,3.:

Place 2 five dollar bills, 3 two dollar bills, and 4 one dollar bills in front of student.

Ask student to count out bills and tell you how much there is. ($20)

Do the same with 1 five dollar bill, 4 two dollar bills, and 2 one dollar bills. ($15)

Item F.:

Ask the student:

"How many pennies in a nickel?"

"How many pennies in a dime?"

"How many nickels in a dime?"

"How many pennies in a quarter?"

"How many nickels in a quarter?"

"Tell me the 3 coins that equal a quarter."

"How many pennies in a dollar?"

"How many nickels in a dollar?"

"How many dimes in a dollar?"

"How many quarters in a dollar?"

4.10 Money (cont.)

Item G.:

Give student a quarter.

Ask for different combinations to equal it, (i.e. 25 pennies, 2 dimes and 1 nickel, 5 nickels, etc.). Needs more than one combination to pass item.

Items H.1-3.: Materials needed: 15 pennies, 4 nickels, 5 dimes, 4 quarters, and 3 dollars (mixed: coin and paper).

H.1.

I bought a piece of sugar-less gum for 3¢. I gave you a nickel.

Give me my change. (2¢)

I bought a pencil for 4¢. I gave you a dime.

Give me my change. (1 P, 1 N or 6 P)

I bought a pen for 12¢. I gave you a quarter.

Give me my change. (3 P & 2 N or 3 P & 1 D or 8 P & 1 N or 13 P)

H.2.

I buy a sundae for $1. I give you a five dollar bill.

Give me my change. (4 quarters & 3 dollar bills)

H.3.

I bought an ice cream cone for 45¢. I gave you a dollar bill.

Give me my change. (1 N & 5 D, etc.)

I bought a greeting card for 87¢. I gave you a two dollar bill.

Give me my change. (3 P, 1 D & 4 Q, etc.)

I bought a notebook for $1.19. I gave you a 5 dollar bill.

Give me my change. (1 P, etc.)

4.10 Money (cont.)

H.3. (cont.)

I bought a gallon of milk for $1.59. I gave you 1 dollar and 3 quarters.

Give me my change. (1 P, 1 D, & 1 N, etc.)

I bought a dozen cookies for $2.10. I gave you 2 dollars and a quarter.

Give me my change. (1 D & 1 N., etc.)

I bought a book for $3.39. I gave you 3 dollars and 2 quarters.

Give me my change. (1 P & 1 D, etc.)

I bought a newspaper for 35¢. I gave you a dollar bill.

Give me my change, counting it as a clerk would using the least number of coins. (1 N, 1 D & 2 Q -- counting -- 35, 40, 50, 75, 1 dollar)

I bought 2 bottles of juice for 89¢. I gave you a 2 dollar bill.

Give me my change, counting it as clerk would, using the least number of coins and bills. (1 P, 1 D, 1 dollar bill -- counting -- 90, 1 dollar, 2 dollars)

I bought a poster for $2.68. I gave you a 5 dollar bill.

Give me my change, counting it as clerk would, using the least number of coins and bills. (2 P, 1 N, 1 Q, 2 dollars -- counting -- 2.69, 2.70, 2.75, 3 dollars, 4 & 5 dollars)

Item I.:

Teacher observation - real setting.

Item J.:

Teacher observation - real setting.

4.10 Money (cont.)

Item K.:

Show student the following signs and have him/her identify:

a) ¢ b) $ c) .

Item L.:

Teacher observation in real setting.

Item M.:

Teacher observation in real setting.

Item N.:

Teacher observation in real setting.

Item O.:

Teacher observation in real setting.

Item P.:

Bring in various denominations of food stamps and have student identify them.

Item Q.:

Substitute food stamps for item H.2.

4.10 Money (cont.)

Items R.1-6.:

See task sheet.

TEACHER COPY

R.1.

What is the amount of this check? ($5.25)

THE PEOPLE'S BANK 12/2380P

Any City, Earth Date July 1 1980

Pay to the order of: Dee Ann Newbold $5.25

Five dollars and 25/100 dollars

Ann R. Kist

Ann R. Kist

Freedom Road
Eugene, Oregon 1:17450:18693:13

R.2.

Write a check for $25 cash.

The Universal Bank

Any City, Big Blue Marble Date July 23, 1980

Pay to the order of: Cash $ 25.00-----

Twenty-five dollars and no/hundreths----------dollars

Emma I. Kool
Liberal Street
Eugene, Oregon

El Studento from my class

1:1237:2100:18

R.3-5.

Record the checks above in the check register. Figure the balance.

NO.	Date	Description	Amount	✓	other	Deposit	Balance
	7-1	to: DEPOSIT for:				$114.64	$114.64
	7-1-	to: Dee Ann Newbold for: (?)	$5.25				$109.39
	7-23	to: Cash for: (?)	$25.00				$ 84.39

R.6.

Use real paycheck.

Ask the student to state the meaning of the deductions listed.

4.04 (covers all of)
4.05 (covers parts of) (H.-N. & Q.)

APPLICATION

Date (todays) _____

Name _____ SSN _____

Address _____ Telephone # _____
Street

_____
City State Zip

Age _____ Birthday _____
(Month) (Day) (Year)

Parents name (or Guardians) _____

_____

Sisters names _____ Brothers names _____

_____ _____

_____ _____

Signature _____

S-1

4.05
B.1.

trace

copy

S-2

B.2.

trace

copy

4.05
B.3.

trace

copy

236

S-3

B.3.

trace

copy 237

238

4.05
B.4.

trace

copy

237

S-4

B.4.

trace

copy

239

240

4.05
T.(1-4)

1. Write an S if it's a sentence, write an N if it is not.

_____ We walk home.

_____ Sue walked home with Bill.

_____ That horse can run fast.

_____ In the afternoon.

_____ Later, we can go for a swim.

2. Write a sentence on the line below.

_____

3. Write a question on the line below.

_____

4. Use a pencil to fix up these sentences.

my sister and I like school

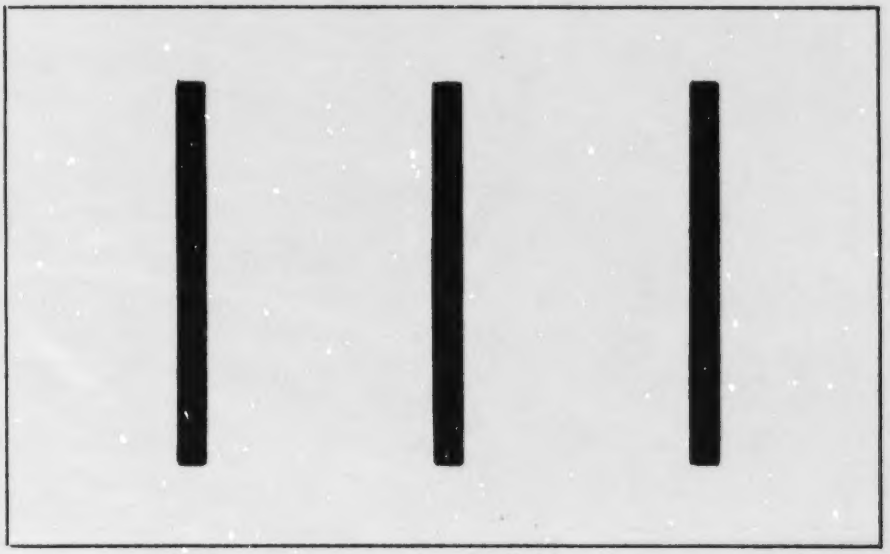
do you live in the blue house

when did Sam move to Eugene

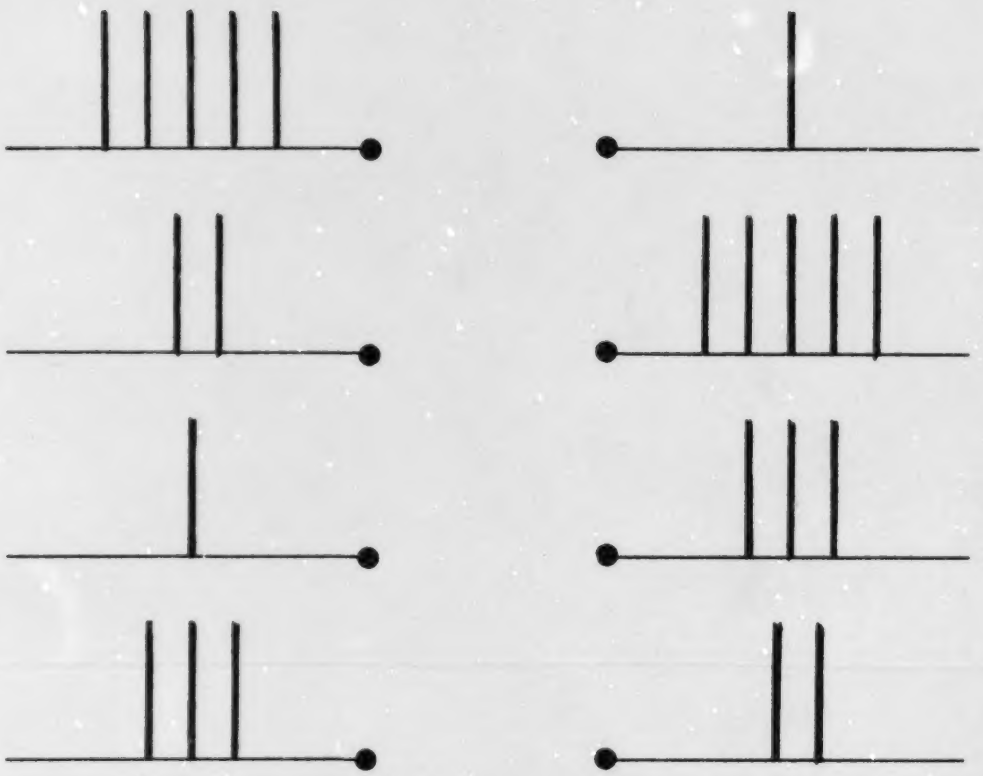
that is not my pencil

who is your best friend

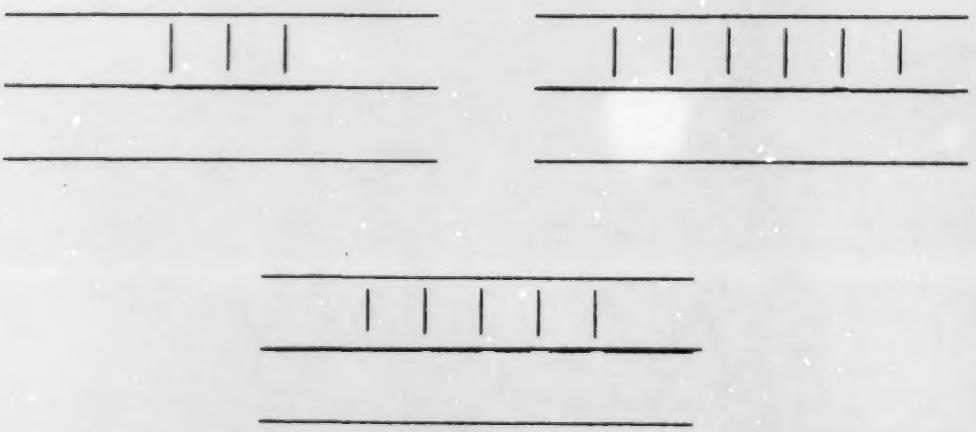
4.06
B.2.



4.06
B.3.



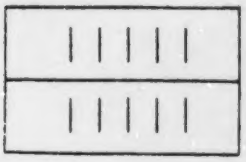
B.4.



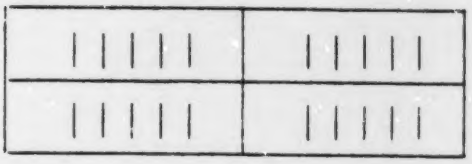
4.06
D.4.(a-e)

a.

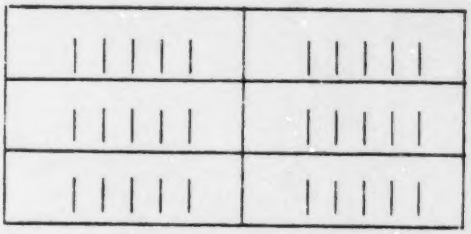
b.



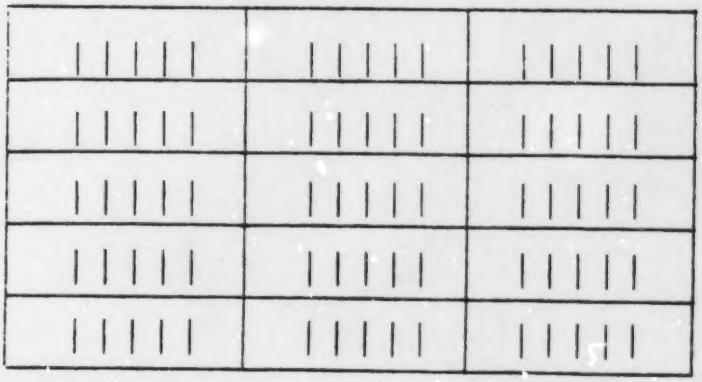
c.



d.



e.



E.(1-11) 1 3 8 6 5 4
2 0 = 7 9

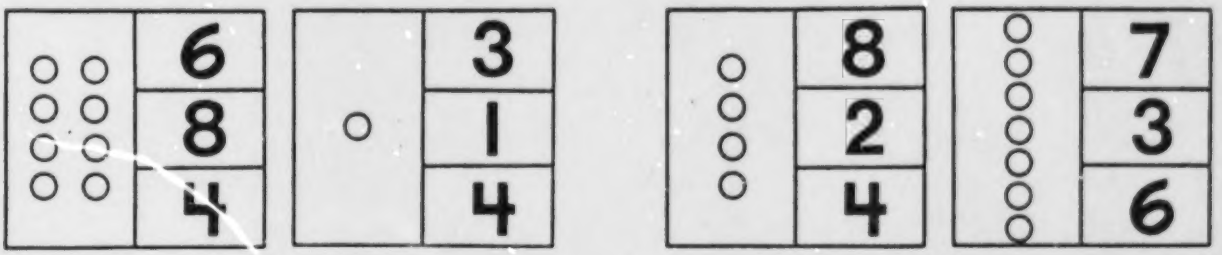
4.06
G.

Name _____

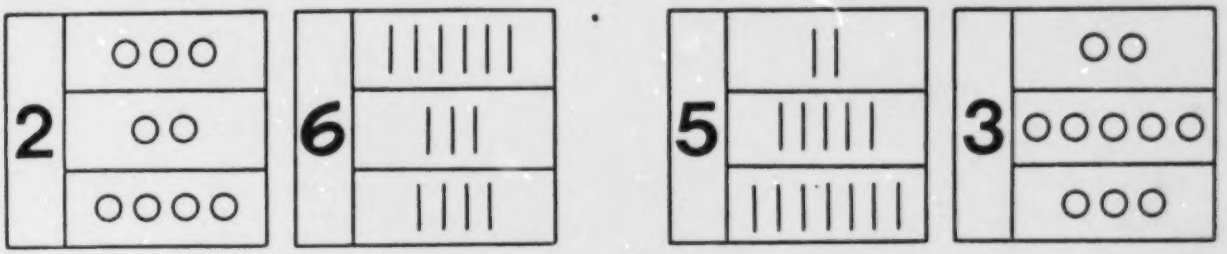
Date _____

Arithmetic Pre-Skills Survey

G.1.

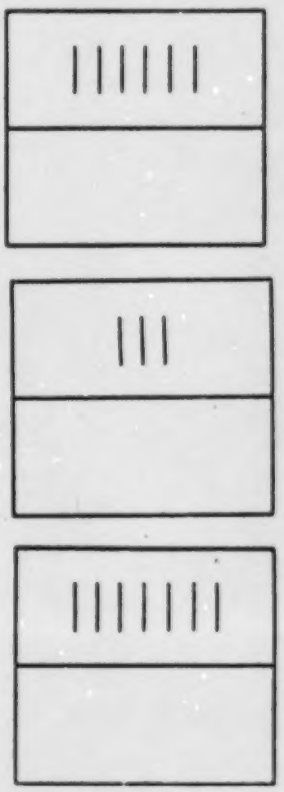


G.2.



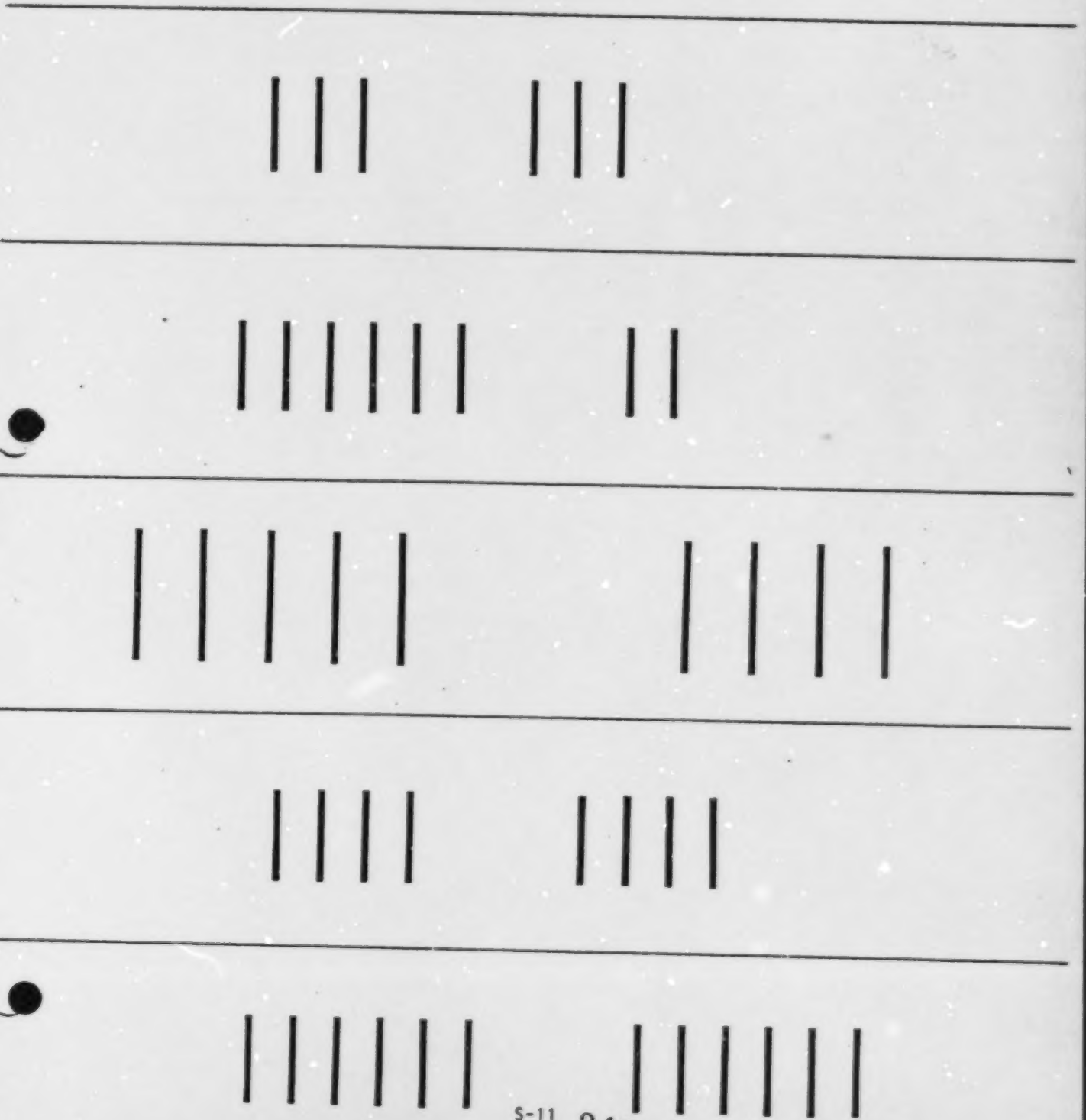
G.4.

G.5.



4.06
H.1., 2., 3.

Write an equal sign if the sets of lines are equal, leave them alone if they are not.



4.06
H.4.

4 = _____

7 = _____

3 = _____

4.06
H.5.

= _____

= _____

= _____

4.06
1.(1-4)

1.)	2	10	7	9	6	5	3	1	4	8
2.)	11	20	13	18	16	12	14	19	15	17
3.)	27	30	48	23	34	21	29	36	33	50
	31	24	40	28	37	39	43	44	38	22
	35	41	47	46	32	26	42	49	25	45
4.)	60	73	51	70	81	67	52	90	93	68
	83	92	85	98	78	91	94	72	77	84
	66	82	79	61	95	62	86	65	59	64
	89	53	87	96	54	74	88	63	55	69
	56	71	97	57	99	75	58	76	80	100

4.06
K.

C) Complete the following series.
Fill in the missing numbers.

a) 1 ____ ____ 4 ____ ____ 7 ____

b) 11 ____ 13 ____ ____ 16 ____ ____

c) ____ 22 ____ ____ ____ 26 ____ ____

d) 58 ____ ____ ____ 62 ____ ____ ____

e) 102 ____ ____ 105 ____ ____ ____ 109

f) 47 ____ ____ ____ 51 ____ ____ ____

g) 132 ____ ____ ____ 136 ____ 138 ____

h) 32 ____ 34 ____ ____ 37 ____ ____

i) ____ 6 ____ ____ 9 ____ 11 ____

S-14

4.06
L.

Circle the number that is greater or more.

3 - 6	1,465 - 1,460
4 - 9	7,280 - 7,290
12 - 21	8,102 - 8,112
25 - 17	984,624 - 983,628
41 - 19	345,453 - 345,568
69 - 96	65,535 - 65,462
152 - 123	38,921 - 38,721
835 - 832	411,129 - 412,128

4.06
M.(1-4)

For each row, write the numbers in the correct order.

1. 3 6 9 5 7 4 8 2 1 10

__ __ __ __ __ __ __ __ __ __

2. 15 19 23 20 17

___ ___ ___ ___ ___

3. 33 48 10 27 16

___ ___ ___ ___ ___

4. 92 6 43 68 77

___ ___ ___ ___ ___

4.06
N.(1-8)

1. Circle the numbers which have a 3 in the one's place.

23 8 31 593 73

2. Circle the numbers which have an 8 in the ten's place.

480 86 18 98 581

3. Circle the numbers which have a 6 in the hundred's place.

36 168 695 4,672 65

4. Circle the numbers which have a 1 in the thousand's place.

21,591 159 1,932 91,683 19

5.-6. Teacher dictates the following numerals to the student and then asks:

What numeral is in the one's place?

What numeral is in the ten's place?

95 73 61 18 24

7.-8. Teacher dictates the following numerals to the student and then asks:

What numeral is in the one's place?

What numeral is in the ten's place?

What numeral is in the hundred's place?

936 521 138 765

4.06
0.

Round the following numbers to the nearest ten.

a) 66 _____ b) 14 _____

c) 45 _____ d) 21 _____

e) 53 _____ f) 342 _____

g) 698 _____ h) 138 _____

i) 265 _____ j) 407 _____

Round the following numbers to the nearest hundred.

a) 638 ____ b) 420 ____ c) 865 ____

d) 317 ____ e) 506 ____ f) 962 ____

g) 453 ____ h) 480 ____ i) 241 ____

j) 730 ____

Read these words:

five

one

seven

two

zero

six

three

eight

four

ten

nine

4.07
A. & B.

Add the following:

1	2	3	1	2	4
+3	+1	+2	+1	+0	+1

5	3	3	6	5	2
+2	+3	+4	+3	+5	+7

2	6	4	9	7	8
+9	+8	+7	+8	+7	+5

4.07
C.1.a.-d.

Add the following:

9	4	56	52	497	596
+5	+3	+23	+17	+302	+201

3	5	1	4	22	301
4	2	6	1	13	234
+2	+1	0	0	+24	+111
		+1	+2		

1,311	23	348	212	29
21	431	63	4	102
+343	+11	+41	+78	+32

4.07
C.2.a.-c.

Add the following:

26	54	609	371	837
+ 5	+18	+ 215	+ 19	+ 8
370	746	8,473	6,224	6,205
+ 75	+ 193	+ 53	+ 417	+ 913
5,613	230	821	7,634	9,233
+ 539	+ 986	+ 199	+ 1,622	+ 1,005
411	203	2,121	4,708	741
+ 57	+ 433	+ 213	+ 861	+ 22

Subtract the following:

E.1.

5	3	1	5	2	4
-4	-2	-1	-0	-2	-1

E.2.

10	6	8	9	10	7
- 9	-0	-5	-3	- 0	-7

E.3.

14	16	17	11	15	18
- 7	- 9	- 4	-10	- 6	- 0

E.4.

6	9	15	11	7	4	13	17
-3	-8	- 8	- 3	-4	-0	- 7	- 9

4.07
F.1.a.-c.

Subtract the following:

5	4	47
-3	-1	-26
58	39	794
-12	- 2	-320
846	581	383
-415	-377	-101

Finish the following problems:

A)

63	52	35
- 8	-14	-29

B)

539	408	852
-247	-317	-397

C)

7,497	9,324	8,396
-3,964	-6,513	-1,544

D)

426	500	703
-389	- 7	- 67

Use a calculator to solve these problems:

7 +5	9 +8	13 +6	21 +19	64 +32
		9	25	39
395 +601	4,599 +7,380	8 +5	42 +71	65 +53
9 -5	10 -2	12 -4	36 -8	73 -17
568 -30	700 -70	6,320 -595	10,000 -985	4,881 -1,500

Write the fraction represented by the shaded area.

1. ____

2. ____

3. ____

4. ____

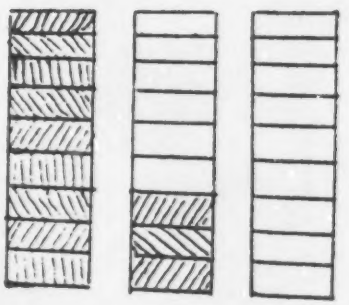
5. ____

6. ____

7. ____

8. ____

9. ____

10.  ____

4.07
H.1.b.

Read these fractions.

$\frac{3}{5}$ $\frac{7}{9}$ $\frac{9}{9}$ $\frac{2}{5}$ $\frac{1}{10}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{3}{5}$

$\frac{4}{7}$ $\frac{6}{8}$ $\frac{2}{7}$ $\frac{4}{9}$ $\frac{10}{3}$ $\frac{7}{6}$ $\frac{9}{10}$ $\frac{8}{9}$

4.07
H.1.d. & e.

Tell what the top number and the bottom number of each fraction means.

$\frac{3}{5}$ $\frac{7}{9}$ $\frac{9}{5}$ $\frac{2}{2}$ $\frac{1}{3}$ $\frac{3}{8}$ $\frac{11}{7}$ $\frac{4}{5}$

$\frac{3}{4}$ $\frac{4}{6}$ $\frac{1}{12}$ $\frac{7}{8}$ $\frac{8}{3}$ $\frac{10}{3}$ $\frac{3}{5}$ $\frac{5}{4}$

4.07
H.3. & 4.

Complete the following problems.

$\frac{1}{2} + \frac{1}{2} =$ $\frac{5}{7} - \frac{2}{7} =$

$\frac{3}{5} + \frac{1}{5} =$ $\frac{4}{9} - \frac{1}{9} =$

$\frac{3}{5} - \frac{2}{5} =$ $\frac{1}{4} + \frac{2}{4} =$

$\frac{6}{8} - \frac{3}{8} =$ $\frac{2}{3} - \frac{1}{3} =$

$\frac{1}{5} + \frac{2}{5} =$ $\frac{2}{9} + \frac{5}{9} =$

4.07
I.

Teacher dictates the following problems. ("Three plus four equals how many?")

3 + 4 = □	9 + 2 = □
7 - 3 = □	6 - 1 = □
4 + □ = 5	8 + □ = 12

4.07
J.

Teacher reads the following story problems to the student. The student writes the number statement and solves the problem.

1. Sam has 5 hats. Then he gets 3 more hats. How many hats does he end up with? (5 + 3 = □)

2. Sue has 6 cakes, she makes 4 more cakes, and we don't know how many she ends up with. (6 + 4 = □)

3. Bob has 5 marbles. Then he looses 3. How many does he end up with? (5 - 3 = □)

4. Mary has 6 candy bars. Then she eats 1, and we don't know how many she ends up with. (6 - 1 = □)

5. Bill has 10 tools. 4 of the tools are hammers. How many tools are not hammers? (10 - 4 = □)

4.08
A.1.-2.

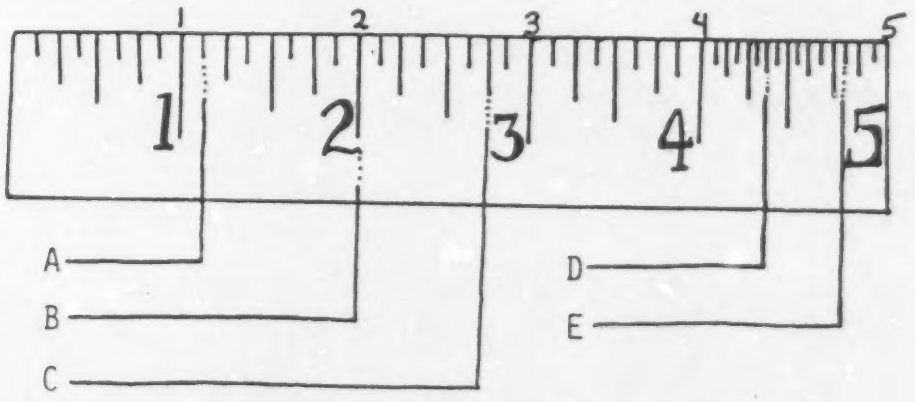
Use a yardstick, ruler or tape measure to determine the answers to the following problems:

Measure the following objects:

The bug is _____ long.

The spoon is _____ long.

Write the length that is indicated by each line:



4.08
A.3.
B.2.
C.3.

Circle the right answer:

1) yd. is the symbol for:	inch	foot	yard
2) in. is the symbol for:	inch	foot	yard
3) ft. is the symbol for:	inch	foot	yard
4) lb. is the symbol for:	ounce	pound	ton
5) oz. is the symbol for:	ounce	pound	ton
6) t. is the symbol for:	teaspoon	tablespoon	cup
7) T is the symbol for:	teaspoon	tablespoon	cup
8) c. is the symbol for:	teaspoon	tablespoon	cup
9) pt. is the symbol for:	quart	pint	gallon
10) gal. is the symbol for:	quart	pint	gallon
11) qt. is the symbol for:	quart	pint	gallon

4.08
A.4.

How tall is the door? _____

How long is this pencil? _____

How long is this paper? _____

4.08
A.5.

Work these problems. Reduce when possible.

12 feet	3 feet 5 inches	1 feet 9 inches
- 5 feet	- 2 feet 6 inches	+ 6 inches

15 feet 2"	4 yards	15 yards 3 feet 8 inches
- 3 feet 6"	- 2 yards 1 foot	+ 3 yards 2 feet 6 inches

4.08
C.4.

Circle the correct answer:

How many fluid ounces does a glass of milk hold?

8 ounces　　21 ounces　　14 ounces

How much margarine would you put on your toast?

4 tablespoons　　2 teaspoons　　1 cup

Ms. Smith changed the oil in her car. How much oil did she pour into her car?

2 cups　　6 gallons　　5 quarts

4.08
C.5.

Dick painted his bedroom. He used 3 quarts of paint on the ceiling, $1\frac{1}{2}$ gallons of paint on the walls, and 3 pints of paint on the woodwork. How much paint did Dick use?

---

23 gallons 1 quart
- 5 gallons 3 quarts

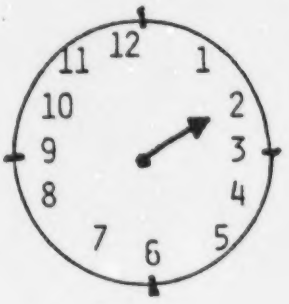
$3\frac{1}{2}$ cups
x 4

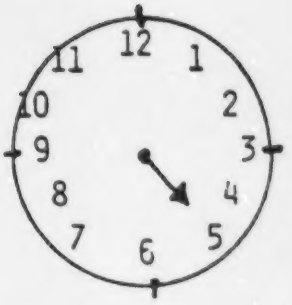
---

5 gallons 2 quarts
- 1 gallon 3 quarts

4.09
B.2.a.

Tell me what hour it is:





B.2.b.

Present manipulative clock to student. Ask the student to "set the clock to say . . . ."

2:00 5:00 8:00 11:00

B.2.c.

Read these times:

4:00	7:00	10:00	1:00
9:00	3:00	2:00	6:00

B.2.d.

Present manipulative clock to student. Show the student these times:

3:00 12:00 6:00 9:00

Ask the student to write down these times.

4.09
B.3.-4.

B.3.a.

(quarter-after)

Point to a manipulative clock that says 4:15.

Ask student if s/he knows of another way to say 4:15.

Repeat procedure with the times:

8:15 11:15

B.3.b.

(half-past)

Arrange a manipulative clock to say 2:30.

Ask student if s/he knows of another way to say 2:30.

Arrange a manipulative clock to say 5:30.

Ask student if s/he knows of another way to say 5:30.

Arrange a manipulative clock to say 10:30.

Ask student if s/he knows of anotehr way to say 10:30.

B.3.c.

(45 minutes after)

Point to manipulative clock that says 9:45.

Ask student if s/he knows of another way to say 9:45.

Repeat procedure with the times:

6:45 8:45

4.09
B.3.d. Tell the time to the nearest minute.

Tell the time to the nearest minute that the following clocks show:

Read the following times:

6:12	8:25	7:32	7:21
4:58	9:10	4:11	6:07

Present manipulative clock to student. Show student following times:

9:47 7:24 3:18

Ask student to write down these times to the nearest minute.

Present manipulative clock to student. Ask student to "set the clock to say...

11:56 2:16 4:44

4.09
B.3.-4. (cont.)

B.4.

(30 minutes before)

Arrange a manipulative clock to say 2:30.

Ask the student if s/he knows of another way to say 2:30.

Repeat procedure with the times:

7:30 12:30

(quarter to)

Point to a manipulative clock that says 8:45.

Ask the student if s/he knows of another way to say 8:45.

Repeat procedure with the times:

3:45 10:45

4.09
B.5.

B.5.

(electric) or manual

Present an electric alarm clock to the student. Ask the student to set the alarm on the clock for 6:15.

Repeat the procedure for the time 9:30.

Repeat the procedure for the time 8:45.

R.1.

What is the amount of this check?

THE PEOPLE'S BANK 12/2380P

Any City, Earth Date July 1 1980

Pay to the order of: Dee Ann Newbold $5.25

Five dollars and 25/100 dollars

Ann R. Kist

Freedom Road
Eugene, Oregon

Ann R. Kist

⑆17450⑈8693⑆3

R.2.

Write a check for $25 cash.

The Universal Bank

Any City, Big Blue Marble Date 19

Pay to the order of: $

dollars

Emma I. Kool
Liberal Street
Eugene, Oregon

⑆1237⑈2100⑆8

R.3-5.

Record the checks above in the check register. Figure the balance.

NO.	Date	Description	Amount	✓	other	Deposit	Balance
	7-1	to: for: DEPOSIT				$114.64	$114.64
		to: for:					
		to: for:					

APPENDIX H

References

(page H-1)

REFERENCES

Bellamy, G. T.; Wilson, D. J.; Adler, Ellen; and Clark, J. Y.
"A Strategy for Programming Vocational Skills for Severely Handicapped Youth." Exceptional Education Quarterly. Vol. #2 (1981): 85-99.

Bender, Michael and Valletutti, P. J.
Teaching the Moderately and Severely Handicapped, Volume 1 and II.
Baltimore: University Park Press, 1976.

Brolin, Donn, ed.
Life Centered Career Education: A Competency Based Approach.
Reston, Virginia: The Council for Exceptional Children, 1978.

Edwards, Jean & Wapnick, S.
Being Me: The Teacher's Guidebook.
Portland, Oregon: Ednick Communications, 1979.

Fredericks, H. D. and others.
The Teaching Research Curriculum for Moderately and Severely Handicapped.
Springfield, Illinois: Charles C. Thomas, Publisher, 1978.

Taylor, V., Close, D., Carlson, C., and Larrabee, D.
Independent Living Skills Curriculum. Eugene Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1981.